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This study involved all distributive education state supervisory and teacher education personnel in the United States, 48 distributive education teacher coordinators, and 400 distributive workers at entry, supervisory, and management levels. This document, Volume V, is the final volume in the report of the project, and includes final reports of Phases II and III of the study. The critical tasks, competencies needed to perform the tasks, and a cross-tabulation of competencies needed by workers are presented for selected categories of department and variety stores in Volume II (VT 005 974), food stores, service stations, and wholesaling in Volume III (VT 005 975), and hotel-motel and restaurants in Volume IV (VT 005 976). Volume I (VT 005 973) includes a philosophy of distributive education, the critical tasks of high school distributive education teacher coordinator, the professional competencies needed to perform the critical tasks, the technical competencies needed to develop identified competencies of selected distributive workers, and a cross tabulation of competencies needed by selected distributive workers. (CH)

A COMPETENCY PATTERN APPROACH

to

CURRICULUM CONSTRUCTION

in

DISTRIBUTIVE TEACHER EDUCATION,

Final Report of Research Project

Supported

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VOLUME V -- Phase II: Professional and Technical Objectives
Phase III: National Dissemination and Interpretation
Seminar in Distributive Teacher Education
Curriculum Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

This volume is the final volume in the report of the research project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education." The first four volumes were published in June, 1968, and included the report of Phase I of the study.

Volume V includes the final report of Phases II and III of the study. In Phase II, educational objectives to develop the professional and technical competencies deemed necessary for a distributive education teacher-coordinator were constructed. A feature of Phase III was a National Dissemination and Interpretation Seminar in Distributive Teacher Education held at Virginia Polytechnic Institute, Blacksburg, Virginia, August 25-30, 1968.

The opportunity to direct this research project has been a rare privilege. If the results of the study prove helpful to those responsible for the distributive education program in general and for distributive teacher education in particular, the author will feel deeply rewarded.

Lucy C. Crawford
Principal Investigator

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  * Stephen R. Lucas, Assistant Seminar Director

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SUMMARY OF PHASES II AND III OF THE PROJECT

Grant No. OE-6-85-044

Title: "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education"

Project Director: Lucy C. Crawford

Institution: Virginia Polytechnic Institute

Duration: January 1, 1968-June 30, 1969

The Problem: The problem in Phase II was to construct terminal and enabling objectives to develop the professional and technical competencies identified in Phase I of the research study. The problem in Phase III was to provide an opportunity for selected distributive teacher educators to become thoroughly familiar with the research findings from Phases I and II of the study, to provide instruction concerning the process of curriculum construction and to demonstrate through individual and group participation, the process of curriculum development. The approach to this problem was through a National Dissemination and Interpretation Seminar in Distributive Teacher Education, which was held at Virginia Polytechnic Institute, Blacksburg, Virginia, August 25-30, 1968.

Methods: After careful consideration of the literature and research related to the construction of educational objectives with the Committee of Consultants the investigators constructed a tentative list of terminal objectives together with a group of enabling objectives to develop the identified professional and technical competencies. These competencies had been grouped around topics within each of the major categories into which the competencies had previously been organized. The degree of complexity of each enabling objective was indicated by a code number for the categories in the cognitive and affective domins even though no effort was made to evaluate this classification. The objectives were evaluated in terms of appropriateness, clarity and completeness by nine consultants who had participated in the evaluation of the competencies. The objectives were revised on a basis of the evaluations of the consultants. An interpretation of the research findings was given by the investigators and these findings were used as a basis for participants, in task force groups, to design illustrative learning experiences, to select subject matter and to construct illustrative test items. Seminar papers on each phase of the curriculum process were presented by nationally recognized authorities in curriculum construction. These papers provided guidelines for the developmental activities in the task force groups. Consideration was also given to the implication of the research findings for further research.

Values: The professional and technical objectives constructed in Phase II of this study should serve as the basis for both pre-service and in-service curriculums for the preparation of the distributive education teacher-coordinator. The technical objectives should be of value to curriculum workers concerned with distributive education high school, post-secondary and adult curriculum development, since these objectives are based on the competencies required of selected distributive workers. The papers presented in the National Dissemination and Interpretation Seminar for Distributive Teacher Education, a feature of Phase III of this study, should serve as guidelines for each phase in the curriculum process. The illustrative learning experiences and evaluative devices developed by the Task Force groups should serve as a pattern for developing curriculum guides for specific preparation programs. Personnel in other vocational fields should also find the professional objectives and the Seminar papers useful in developing preparation programs for other vocational education personnel.

Recommendations: Distributive Teacher Educators should assign each professional objective constructed in this study to a professional course or to a structured professional activity. Learning experiences, subject matter and evaluative devices should then be developed to accomplish the objective at the level of complexity selected for a particular course or activity. An interdisciplinary ap-approach should be used to assure the accomplishment of the technical objectives. If it is determined that certain technical objectives may not be accomplished by other departments, the distributive educator should devise a means of accomplishing them through the distributive teacher education curriculum.

The Three-Phase Research Study: The two phases of the research study included in this volume complete the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," the first phase of which was reported in Volumes I-IV in 1967. A summary of the total research project will be found in Chapter XXIV, page 1377.

PHASE II

PROFESSIONAL AND TECHNICAL OBJECTIVES

CHAPTER XIV

INTRODUCTION

The Problem

The problem in Phase II of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," was to construct educational objectives which would develop the professional and technical competencies needed by the distributive education teacher-coordinator.

The Rationale

The first phase of the research study provided a competency pattern for the job of the distributive education teacher-coordinator which may be used as a basis of curriculum construction and program procedure. The elements of the Competency Pattern are: (1) a philosophy of distributive education; (2) the critical tasks in the job of the distributive education teacher-coordinator; (3) the professional competencies needed to perform the agreed-upon tasks; and (4) the technical (subject matter) competencies needed to develop competencies needed by distributive workers. The immediate need, then, was to construct educational objectives based on the findings of the first phase of the study. Since the ultimate objective of the research study was to provide a more scientific basis for developing distributive teacher education programs, both pre-service and in-service, it was felt that the accomplishment of the purpose of this phase of the study would be a major step toward that goal. Specifically, the objectives of Phase II were:

1. To construct and evaluate educational objectives which develop professional competencies needed by the distributive education teacher-coordinator.

2. To construct and evaluate education objectives which develop technical competencies needed by the distributive education teacher-coordinator.

Definition of Terms

Affective Domain. That category of the Taxonomy of Educational Objectives which includes objectives that describe changes in interest, attitudes, values, and development of appreciations and adequate adjustment.[1]

Cognitive Domain. That category of the Taxonomy of Educational Objectives dealing with recall or recognition of knowledge and development of intellectual abilities and skills.[2]

Educational Objectives. A description of the student behaviors which represent the intended outcomes of the educational process, including the behavior the student is to display as well as the subject matter or content to be used in display.

The Taxonomy of Educational Objectives. A classification scheme where the kinds of behavior we seek students to display as a result of the learning process are classified. It includes three broad classifications, the cognitive, the affective, and the psychomotor domains.[3]

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[1] Benjamin S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956), p. 4.

[2] Ibid., p. 7.

Terminal objectives. Student performance objectives in which the student action is stated at the level of a meaningful unit of performance.[4]

Enabling objectives. Enabling objectives consist of the component actions, knowledges, skills, etc., the student must learn if he is to attain the terminal objectives.[5]

Assumption and Limitations

It was assumed that the enabling objectives would assure the accomplishment of the terminal (general) objective, which in turn would be a guide for the ultimate student behaviors expected.

It was assumed that further enabling objectives would be developed as a part of the developmental activities of the proposed National Seminar, to be conducted as Phase III of the study.

The objectives constructed in this phase of the research were limited to those required to develop the professional and technical competencies identified in Phase I of the research study.

The classification of objectives was limited to the cognitive and affective domains.

Summary

Phase II of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," focused attention on the problem of constructing terminal and enabling objectives to develop the professional and technical competencies identified in Phase I of the study. It was felt that the attainment of the objective of this phase of the study would be another step toward the research study's ultimate objective: to provide a more scientific basis for developing distributive teacher education programs.

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[3] David R. Krathwohl, "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," The Journal of Teacher Education, Vol. XVI, No. 1 (March, 1965), p. 87.

[4] Harry L. Ammerman and William H. Melching, The Derivation, Analysis, and Classification of Instructional Objectives (Alexandria, Virginia: The George Washington University, Human Resources Research Office, 1966), p. 14.

[5] Ibid., p. 14.

CHAPTER XV

DESIGN OF THE STUDY

A feature of the general design of this phase of the research study was the use of national authorities in curriculum construction and in distributive teacher education as consultants. Two consultants outside the field of distributive education were consulted regarding the construction of educational objectives. Two distributive teacher educators who served as members of the Committee of Consultants in Phase I of the study served as a Committee of Consultants for this phase of the research. Nine consultants, selected from distributive teacher educators and distributive specialists who evaluated the competencies in Step 3 of Phase I of the study, composed a purposive sample of experts to evaluate the educational objectives--both professional and technical.

Review of Related Research

A number of authors provided valuable guidance in the formulation of educational objectives, the varying degrees of specificity required and the relationship of instructional objectives to learning experiences and evaluation.

Krathwohl (1965) said, "All levels of specification of objectives are needed to guide the planning of the educational process." He described three levels of specificity, depending on how the objectives are to be used. The first level included those abstract and general objectives used in developing the type of course to be taught. The second level included the behavioral objectives which "analyze broad goals into more specific ones which are useful as building blocks for curriculum construction. These behaviorally stated objectives are helpful in specifying the goals of an instructional unit, a course, or a sequence of courses." The third level included the objectives needed in creation of instructional materials. This level includes "objectives of specific lesson plans, the sequence of goals in these plans, and the levels of achievement required for each goal or objective."

Tyler (1966) believed that objectives should be stated at the highest level of generalization that experience will allow and that specifics should be used as illustrations. Tyler also stated that it is useless to try to formulate student behavioral outcomes before analyzing and knowing the subject area involved.

The classification of objectives assists the curriculum builder to plan learning experiences and prepare evaluation devices consistent with the desired outcomes. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (Bloom, 1956); Taxonomy of Educational Objectives, Handbook II: Affective Domain (Krathwohl, 1964); and The Classification of Educational Objectives: Psychomotor Domain (Simpson, 1966) provide a classification system which is hierarchical in nature. In the cognitive domain the major classifications from simplest to complex were: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis and (6) evaluation. In the affective domain the classification schema included five major categories: (1) receiving, (2) responding, (3) valuing, (4) organization, and (5) characterization. The psychomotor domain contained five major categories: (1) perception, (2) set (3) guided response, (4) mechanism and (5) complex overt response. In each of the major categories of the three domains there were sub-categories.

Gagne (1963) also suggested a hierarchy of capabilities or behaviors. The Gagne hierarchy, arranged from complex to simple, took this form:

The learning of

Problem Solving and Strategy-Using

require the pre-learning of

Principles

which require the pre-learning of

Concepts

which require the pre-learning of

Association

which require the pre-learning of

Identification

which require the pre-learning of

Responses

The two frameworks described above provide the curriculum worker with means of developing curriculum at various levels of difficulty. Krathwohl suggested that research is needed to answer such questions as: "How are the two frameworks related? What instructional materials are of most value in achieving certain categories in either framework? What instructional methods most efficiently and effectively permit achievement of these goals?"

Evaluation in terms of specified objectives was of concern to curriculum workers and measurement specialists alike. Noll (1965) stated, "Unless objectives are defined, we do not know what to measure, and unless we can measure, it is impossible to tell whether or not, and to what degree, objectives have been realized." Remmers (1955) said, ". . . the first and last steps in educational evaluation should be, respectively, the formulation of objectives and the validation of the evaluating instruments against the objectives." Gronlund (1965) held that the ultimate question in relating testing procedures to objectives was: "Are the pupil behaviors called forth by the test items the same as the behaviors defined by the specific learning outcomes?". Mager and Beach (1967) suggested two guidelines for the formulation of test and examination items: (1) use the objectives as guides and prepare as many items as necessary to find out how well the student meets each objective; (2) create items that call for the same kind of behavior specified in the objective. Mager (1962) advocates specificity in the instructional objectives and suggests that each objective should include the conditions, the standards, and the desired behaviors.

Ammerman and Melching (1966) were concerned about the validity of the objectives. They hypothesized that in order to derive valid objectives, work performance situations must be identified. They suggested that job analysis or systems analysis would provide the data for identifying units of performance. They described two types of objectives, which they labeled "terminal" and "enabling." Terminal objectives were "Student performance objectives in which the student action is stated at the level of meaningful unit of performance." Enabling objectives were said to ". . . consist of the component actions, knowledges, skills and so forth, the student must learn if he is to attain the terminal objectives."

A careful study of the literature reveals that objectives may be constructed at varying levels of specificity depending upon how they are intended to be used. Curriculum and evaluation specialists agreed that objectives should be clearly stated in terms of student behaviors if, as Krathwohl noted, they are to be helpful in specifying the goals of an instructional unit, a course, or a sequence of courses.

Procedures

Before formulating objectives, the professional and technical competencies identified in Phase I of this research study were grouped around major topics within the function into which they had previously been organized.

In keeping with findings in the literature concerning the construction of educational objectives and the purpose for which these objectives were to be formulated, members of the Committee of Consultants were asked to assist in making a decision concerning the degree of specificity of the objective. It was agreed that a terminal (general) objective and a group of enabling objectives would be constructed to develop the competencies grouped around a topic. The rationale for this decision was that since the educational objectives to be constructed in this phase of the study were to serve as the basis for instruction concerning the curriculum process at the proposed National Teacher Education Seminar, they should be constructed in such a way that individual teacher educators could use them in developing more specific objectives. For the purpose of this phase of the research, then, the terminal objective would be considered the "ultimate" objective, which in some instances, may not be attained until a series of experiences (both in organized classes and on-the-job) were realized. The enabling objectives would represent a partial delineation of the terminal objective for a particular topic. It was assumed that the proposed National Teacher Education Seminar would provide an opportunity for teacher educators to devise illustrations of subject matter and learning experiences which would accomplish the stated objectives. It was further assumed that teacher educators would have the opportunity to construct illustrations of test items based on objectives.

It was further agreed that the classification numbers used in the taxonomic system of classifying educational objectives developed by Bloom, et.al., (1956) for the cognitive domain and by Krathwohl, et.al., (1964) for the affective domain should be used to indicate the degree of complexity of each objective, although no attempt would be made to evaluate this classification.

The rationale for this decision was that the classification would convey the intent of the investigators regarding the level of complexity of the objectives. Also, the classification of objectives would indicate to curriculum workers the need for providing courses at various levels of instruction. The purposes of the taxonomies as given by their originators influenced the decision to indicate a classification code for each objective. These purposes were:

1. To help teachers, administrators, professional specialists, and research workers who deal with curricular and evaluation problems to discuss their problems with greater precision.

2. To facilitate the exchange of information about curricular developments and evaluation devices.

3. To suggest the kinds of objectives that can be included in a curriculum.

4. To help teachers and others to gain a perspective on the emphasis given to certain behaviors by a particular set of educational plans.

5. To help curriculum builders to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices.[6]

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[6] Elizabeth Jane Simpson, _The Classification of Educational Objectives, Pyschomotor Domain_ (Urbana, Illinois: University of Illinois, 1966), p. 1.

Using the above decisions as a guide, the investigators then constructed educational objectives, based on appropriate professional and technical literature, to develop the professional and technical (subject matter) competencies. A specialist in educational psychology served as a consultant in the development of objectives concerning the teaching-learning process and human growth and development. The procedures used in constructing and evaluating professional and technical objectives were as follows:

Professional Objectives

The objectives to develop professional competencies were clustered into five categories: teaching, guidance, coordination, public relations, and administration. The teaching category was broken into four sub-categories: curriculum development, methods of teaching, the teaching-learning process and human growth and development. The administration category was broken into three sub-categories: administration of distributive education, administration of the adult program, and principles of vocational education. The list of professional education objectives were submitted in the form of a questionnaire to a purposive sample of four distributive teacher educators who had participated in the evaluation of professional competencies.

Technical Objectives

The objectives to develop technical competencies were clustered into ten areas: selling, display, advertising, communications, mathematics, human relations, operations and management, product and/or service technology, merchandise, and economics and marketing. The list of technical objectives was submitted to a purposive sample of five distributive specialists who had evaluated the technical competencies needed by distributive workers.

Evaluation of Professional and Technical Objectives

Each consultant evaluated selected categories of the objectives. The consultants were asked to evaluate each statement in terms of clarity, appropriateness, and completeness. They were asked to make any changes in wording directly on the copy. They were instructed to place an "x" in Column 1 if they felt the objective was appropriate; and an "x" in Column 2 if they considered it inappropriate. They were instructed to explain the reason for marking an objective inappropriate. The consultants were also asked to note at the end of each section any additional objectives needed to develop the identified competencies classified under the function under consideration. (A sample of the questionnaire is found in the Appendix.)

The suggestions of the consultants were carefully considered by the investigators. There were a number of suggestions regarding changes in wording which clarified certain statements. Several additional objectives were suggested to provide varying levels of complexity.

The revised statements of professional and technical objectives are presented in the following chapters.

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CHAPTER XVI

PROFESSIONAL OBJECTIVES

Introduction

Educational objectives to develop the professional competencies[7] identified in Phase I of this study are presented in this chapter. The professional competencies (knowledge, understandings, skills and attitudes) are those deemed necessary for the distributive education teacher-coordinator to perform the agreed-upon critical tasks.[8] The objectives are organized in five major categories, corresponding to the five job functions in the job of the distributive education teacher-coordinator. The five categories are teaching, guidance, coordination, public relations and administration. The teaching category is sub-divided into curriculum development, methods of teaching, the teaching-learning process and human growth and development. The administration category is sub-divided into administration of distributive education, administration of the adult program and principles of vocational education.

The objectives in each category are grouped around topics that might be included in a unit of instruction. A terminal (general objective) is stated as the ultimate objective and a group of enabling objectives follows. It is assumed that if the enabling objectives are accomplished, the terminal objective will be attained.

An effort was made to include objectives to develop each of the identified professional competencies. In some instances, one objective was constructed to develop more than one competency; in other instances, several objectives were constructed to develop one competency.

At the left of each enabling objective is a code to indicate the degree of complexity of the objective. The objectives, based on knowledges, understandings and mental skills, are coded according to the following categories of the cognitive domain:

C 1.0 Knowledge
C 2.0 Comprehension
C 3.0 Application
C 4.0 Analysis
C 5.0 Synthesis
C 6.0 Evaluation

The objectives, based on attitudes, are coded into the following categories of the affective domain:

A 1.0 Receiving
A 2.0 Responding
A 3.0 Valuing
A 4.0 Organization

Since the classification of the objectives into the broad categories of the cognitive and affective domains provides the curriculum worker with an indication of the degree of complexity of each objective, this makes it possible to more easily determine which objectives to include in instructional units at various levels of instruction.

The professional objectives follow.

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[7] Lucy C. Crawford, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," (Blacksburg, Virginia: Virginia Polytechnic Institute, 1968), Vol. I, pp. 63-80.

[8] Ibid., pp. 39-54.

TEACHING

Curriculum Development

I. The Coordinator's Role In Curriculum Development

The D.E. teacher-coordinator will have the ability to formulate a concept concerning his role in curriculum development when he is able to:

1. A*3.0 Feel strongly that teachers play a major role in curriculum preparation, development, evaluation and revision.
2. A 3.0 Have a conviction that only through continuous curriculum preparation, developed through trial, evaluation, and revision can the objectives of education be most effectively met.
3. A 3.0 Feel strongly that students, school personnel and the business community should all play a part in curriculum development.
4. A 3.0 Feel strongly that a Distributive Education Advisory Committee should give advice in planning, developing, and evaluating the instructional program.
5. A 3.0 Feel that in a changing world of distribution it is essential that content in distributive education be kept up-to-date.

II. Developing Curriculum Guides

The D.E. teacher-coordinator will have the ability to develop course of curriculum study when he is able to:

1. C 2.0 Understand that curriculum guides include goals and sub-goals, subject matter, learning activities, instructional materials and methods and evaluation.
2. C 1.0 Locate sources of reference texts and instructional materials relevant to distributive education.
3. C 1.0 Identify and locate current trade journals and other periodicals which provide up-to-date information on the field of distribution.
4. C 3.0 Assess the relevance and worth of teaching materials and aids in relation to current curriculum circumstances.
5. C 1.0 Be aware of other school classes and learning activities which may be available and helpful to the D.E. student.
6. C 3.0 Utilize other school classes and learning activities which may be available and helpful to the D.E. student.

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*When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

III. Coordination of Learning Activities

The D.E. teacher-coordinator will have the ability to coordinate and integrate other school classes and learning activities which may be beneficial to the D.E. students when he is able to:

1. C 3.0 Participate in state and national curriculum projects and development.
2. C 5.0 State a personal philosophy of teaching and a rationale for curriculum planning.

IV. Lesson Planning

A. Preparation of Lesson Plans

The D.E. teacher-coordinator will prepare effective lesson plans when he is able to:

1. C 1.0 Recall various lesson plan formats.
2. C 2.0 Develop a lesson plan that includes objectives, content, methods, evaluation and assignments designed for a specific class.
3. C 3.0 Select and incorporate contents and learning activities into lessons based on student and community needs.
4. C 3.0 Make provision for individual differences in the lesson plan.
5. A 3.0 Have a conviction that educational objectives should be the foundation of all lesson planning.

B. Educational Objectives

The D.E. teacher-coordinator has a conviction that educational objectives should be the foundation of all lesson planning when he is able to:

1. A 3.0 Feel strongly that course objectives are essential prior to beginning instruction.
2. A 3.0 Feel strongly that all course objectives should be stated in terms of behavior that a e understood by all persons affected in a course of study.
3. A 4.0 Organize all instructional materials in reference to course objectives.
4. A 4.0 Relate all instructional techniques in reference to course objectives.

V. Learning Experiences for Prospective D.E. Teacher-Coordinators

A. Designing On-The-Job Learning Experiences

The D.E. teacher-coordinator will have the ability to design on-the-job learning experiences for cooperative students when he is able to:

1. C 2.0 Identify examples of on-the-job learning activities.

2. C 2.0 Recognize the importance of working with the training sponsor in planning a series of on-the-job learning experiences for the D.E. student.

3. C 3.0 Develop a set of on-the-job learning experiences for each of competency areas (social skills, marketing, basic skills, technology).

4. A 3.0 Feel strongly that since student, employer and teacher-coordinator will be involved in making on-the-job training beneficial, all three should work together in planning on-the-job learning experiences.

B. Training Plans

The D.E. teacher-coordinator will have the ability to develop individual training plans for cooperative students when he is able to:

1. C 1.0 Recall methods of developing a training plan for each student to assure learning experiences either on the job or in project activities.

2. C 2.0 Understand that a training plan should serve as a guide to the employer, the student and the coordinator in order to provide learning experiences which will develop competencies needed for the student's success in his chosen career.

C. Participating Experiences, Projects

The D.E. teacher-coordinator will design participating experiences and/or projects for D.E. students who are not in the cooperative program when he is able to:

1. C 1.0 Prepare types of participation experiences that will assist in developing identified competencies.

2. C 1.0 Locate procedures for developing participation experiences to meet individual student needs.

3. C 1.0 Develop a criteria of an effective individual or group project.

4. C 3.0 Plan effective individual and group projects.

5. C 2.0 Understand that student assignments and participation experiences are means of providing the student an opportunity to apply concepts taught in the classroom.

6. C 6.0 Evaluate various participating experiences which focus on activities in distributive occupations and decision-making situations in distribution.

TEACHING

Methods of Teaching

I. Selecting Appropriate Methods

The D.E. teacher-coordinator will have the ability to selct and use the most appropriate teaching methods in terms of desired learning outcomes when he is able to:

1. C*1.0 Become familiar with a wide variety of teaching methods and techniques.
2. C 3.0 Demonstrate the ability to use methods and techniques stressing group study.
3. C 3.0 Demonstrate the ability to use methods and techniques stressing individual activities.
4. C 3.0 Demonstrate the ability to use methods and techniques stressing simulated, vicarious and direct experiences.
5. A 3.0 Have a conviction concerning the value of using a variety of teaching techniques from the standpoint of student interests and instructional effectiveness.

II. Learning By Doing

The D.E. teacher-coordinator will have a commitment to the concept that students learn best by doing when he is able to:

1. C 2.0 Comprehend that students learning by doing, by participating in such activities as role playing, committee activities, and demonstrations.
2. A 3.0 Believe that extra-class activities often reinforce techniques and theories discussed in the classroom.
3. A 3.0 Believe that on-the-job training is an extension of the classroom instructional program.
4. A 3.0 Have a conviction that DECA gives enrichment and meaning to the curriculum taught in distributive education classes.
5. C 2.0 Comprehend that individual and group projects in the DECA program of activities should be planned to provide a means of developing a variety of competencies needed in distributive occupations.
6. C 3.0 Use DECA contests as classroom learning activities.

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*When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

III. Variety of Techniques

The D.E. teacher-coordinator will have a conviction about the value of using a variety of teaching techniques when he is able to:

1. A 3.0 Feel strongly that routine method of instruction (ex. drill rote memory) are not practical for accomplishing many educational goals.
2. A 3.0 Value methods of instruction which allow for student participation.
3. A 3.0 Value student requests for individualized instruction.
4. A 3.0 Feel that the class should be allowed to digress from established class routine.

IV. Educational Objectives

The D.E. teacher-coordinator can formulate and communicate educational objectives in terms of expected behavioral changes in students when he is able to:

1. C 3.0 Prepare operational definitions.
2. C 3.0 Relate course objectives in terms of student behavior.
3. C 3.0 Relate his course objectives to students in such a manner that behavior desired is readily understood.
4. C 3.0 Relate his course objectives to other experts in his field in such a manner that they can readily evaluate whether the objectives have been attained by students.
5. C 2.0 Identify objectives which are not stated in terms of behavior.

V. Individual Differences

The D.E. teacher-coordinator can make provision for individual differences in the instructional plan when he is able to:

1. C 3.0 Use tests of ability to determine student interests.
2. C 3.0 Use interest inventories to determine student interests.
3. C 3.0 Use teaching techniques that are effective with students of high, medium or low ability.
4. C 3.0 Employ curricular materials that are appropriate for students of high, medium or low ability.
5. C 3.0 Allow students to determine their own levels of aspiration.

VI. Evaluation and Grading

A. Evaluation in Terms of Objectives

The D.E. teacher-coordinator will have the ability to evaluate student progress in terms of stated objectives when he is able to:

1. C 2.0 Recognize that the purpose of evaluation is to determine whether there have been changes in behavior based on course objectives and goals.

2. C 3.0 Devise and evaluate learning situations in terms of sound principles of learning.

3. C 2.0 Identify techniques for the improvement of learning and learning conditions.

4. C 3.0 Construct measures of learning in terms of state objectives.

5. A 3.0 Believe that evaluation is a tool for helping students to improve themselves.

6. C 3.0 Write objectives in a way that they also include conditions of terminal behavior and criteria or standards for evaluating.

B. Philosophy of Grading

The D.E. teacher-coordinator will have the ability to formulate a philosophy of grading when he is able to:

1. C 1.0 Recall theories of evaluating student progress.

2. C 1.0 Recall procedures for evaluating and recording student achievements.

3. C 2.0 Recognize the possible effects of the school's philosophy of grading.

4. C 3.0 Develop procedures for evaluating and recording student achievements.

5. C 3.0 Make use of testing and evaluating results in further planning and curriculum development.

VII. The D.E. Teacher-Coordinator as a Specialist

The D.E. teacher-coordinator will perceive his role as a distributive specialist when he is able to:

1. C 3.0 Select and interpret technical information to answer questions of local merchants.

2. C 3.0 Interpret current trends of business operation through observation and conferences with businessmen.

3. C 3.0 Conduct conferences with training sponsors, personnel directors and other management personnel.

4. C 3.0 Plan and conduct research and development projects.

TEACHING

Teaching-Learning Process

I. The Learning Process

The D.E. teacher-coordinator will have knowledge of the learning process when he is able to:

1. C*1.0 Define learning.
2. C 1.0 Recall the necessary elements for the occurrence of learning.
3. C 1.0 Recall examples of situations illustrating the learning process.
4. C 1.0 Distinguish between the major schools (approaches) of learning.
5. C 1.0 Recall implications for teaching that are inherent in learning theories.

II. Forms of Learning

The D.E. teacher-coordinator will have knowledge of the forms of learning when he is able to:

1. C 1.0 Recall the major approaches to learning.
2. C 1.0 Describe learning by association.
3. C 1.0 Describe learning by perception.
4. C 1.0 Describe concept formation.
5. C 1.0 Describe insight.
6. C 1.0 Distinguish sensorimotor learning from cognitive learning.

III. Definitions Regarding Theories of Learning

A. Definition of Terms

The D.E. teacher-coordinator will have knowledge of the definition of terms related to learning and the learning process when he is able to:

1. C 1.0 Define learning as perceived by important learning theorists.
2. C 1.0 Define concepts in associationist theories.
3. C 1.0 Define concepts in cognitive theories.
4. C 1.0 Recall various processes by which learning is believed to occur.
5. C 1.0 Define terms which are common (generic) to all approaches of learning.

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*When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

B. Major Concepts in Theories of Learning

The D.E. teacher-coordinator will have knowledge of the theories of learning when he is able to:

1. C 1.0 Describe the major learning theories.
2. C 1.0 Define the major concepts in learning theories.
3. C 1.0 Distinguish between behavioristic theories and cognitive theories of learning.
4. C 1.0 Distinguish between theories which explain learning and the psuedo theories.
5. C 1.0 Recall the implications for teaching that are inherent in learning theories.

C. Applying Theories of Learning

The D.E. teacher-coordinator can apply theories of learning in the classroom when he is able to:

1. C 3.0 Reinforce desired student behavior.
2. C 3.0 Use motivational devices in the classroom.
3. C 3.0 Use techniques that maximize transfer.
4. C 3.0 Employ methods of instruction that allow student participation.
5. C 3.0 Use appropriate instructional methods for a specific type of learning.
6. C 3.0 Predict student readiness for a given learning task.
7. C 3.0 Use methods of organizing subject matter which facilitate learning.

IV. Problem Solving

A. Concepts Concerning Problem Solving

The D.E. teacher-coordinator will have knowledge of concepts regarding problem solving and creative thinking when he is able to:

1. C 1.0 Distinguish between problem solving and creative thinking.
2. C 1.0 Recall the essential elements in the problem solving process.
3. C 1.0 Recall the necessity for using the problem solving method in the learning process.
4. C 1.0 Recall examples of situations illustrating creative thinking in the classroom.
5. C 1.0 Recognize impediments to creative thinking that exist in the classroom.

B. Applying Principles of Problem Solving

The D.E. teacher-coordinator can assist students to learn how to solve problems when he is able to:

1. C 3.0 Use teaching methods which emphasize problem solving, insightful and discovery types of learning.
2. C 3.0 Reduce the use of teaching techniques which emphasize rote memory and drill.
3. C 3.0 Employ the scientific method in the solution of his own problems.
4. C 3.0 Provide resource information for students that will assist them in solving their problems.
5. C 3.0 Use evaluation techniques which require students to use problem solving methods.

V. Application of Principles of Learning

A. Assessment

The D.E. teacher-coordinator can devise and evaluate learning situations in terms of sound principles of learning when he is able to:

1. C 3.0 Use methods to determine the needs of students.
2. C 3.0 Use methods to assess student readiness.
3. C 3.0 Use motivational techniques appropriate for his students.
4. C 3.0 Use instructional methods that have high transfer value.
5. C 3.0 Use tests that validly and reliably measure course outcomes.

B. Principles of Transfer of Learning

The D.E. teacher-coordinator will have knowledge of the principles involved in the transfer of learning when he is able to:

1. C 1.0 Define transfer of learning.
2. C 1.0 Distinguish between positive and negative transfer.
3. C 1.0 Recall the relevance of past experiences in transfer of learning.
4. C 1.0 Recall misconceptions about the transfer of learning.
5. C 1.0 Recall that the amount of transfer is dependent upon teaching techniques used by the teacher.

C. Applying Principles of Transfer of Learning

The D.E. teacher-coordinator can make practical applications of the principles involved in transfer of learning when he is able to:

1. C 3.0 Use teaching methods (ex. problem solving, describing) which facilitate transfer.

2. C 3.0 Use instructional materials which are best suited for making relationships of material to be learned apparent.

3. C 3.0 Employ methods which emphasize the practical use of the learned material outside of class.

4. C 2.0 Recognize similarities between learning situations.

5. C 3.0 Employ methods which provide practice in transfer.

6. C 3.0 Eliminate material which results in negative transfer.

D. Motivation Techniques

The D.E. teacher-coordinator will have knowledge of motivation techniques when he is able to:

1. C 1.0 Recognize that motivation is a process within students and not an external force.

2. C 1.0 Recognize that adolescent motives are resultants of their needs.

3. C 1.0 Recall the role of reinforcement in the reduction of needs.

4. C 1.0 Recall the major interests of adolescent students.

5. C 1.0 Recall teaching methods that are effective in motivating students.

E. Individualizing Instruction

The D.E. teacher-coordinator will apply the principles of individualizing instruction to meet individual needs when he is able to:

1. C 3.0 Use different instructional techniques in the classroom.

2. C 3.0 Employ a wide range of resource material for student use.

3. C 3.0 Use individual conferences with students to determine their progress.

4. C 3.0 Allow students to determine their individual goals.

5. C 3.0 Revise his lesson plans at frequent intervals.

F. Readiness

The D.E. teacher-coordinator can apply the principle that one of the controlling factors in the selection and use of learning devices is the age and sophistication of the student when he is able to:

1. C 2.0 Recognize competencies that are basic to proposed learning.

2. C 2.0 Explain the process of intellectual development of individuals.

3. C 2.0 Indicate cognitive abilities required by tasks.

4. C 3.0 Assess the readiness of pupils.

5. C 3.0 Use the practical (concrete) approach when teaching intellectually slow or young students.

G. Teaching Techniques

The D.E. teacher-coordinator can select and use the most appropriate teaching techniques to achieve desired learning outcomes when he is able to:

1. C 1.0 Recall the various teaching techniques appropriate for D.E. teachers.

2. C 1.0 Recall the advantages of the various teaching techniques.

3. C 3.0 Use the most appropriate teaching technique in specific situations.

4. C 3.0 Use teaching techniques which reduce course failure rate to a low percentage.

5. C 3.0 Use teaching methods which result in lower dropout rates of students in the D.E. program.

H. Active Participation

The D.E. teacher-coordinator will have a commitment to the concept that students learn best by doing when he is able to:

1. A 3.0 Prefer the student-centered classroom to the instructor-centered classroom.

2. A 3.0 Value students' activities in the classroom.

3. A 3.0 Value classes in which students help plan the learning experiences in which they engage.

4. A 3.0 Have a preference for the discussion method of teaching to the lecture method.

5. A 3.0 Value a class in which the interest level is maintained at a high pitch.

I. Extra-Class Activities

The D.E. teacher-coordinator will have a belief that extra-class activities often reinforce techniques and theories discussed in the classroom when he is able to:

1. A 2.0 Have a conviction that teachers are responsible for forming and organizing extra-class activities in their fields of competency.

2. A 3.0 Prefer that members of his class join extra-curricular clubs that he sponsors.

3. A 3.0 Prefer that wide range of extra-class activities be offered by the school.

4. A 3.0 Value the opportunity to act as sponsor to extra-class activities in areas of his competency.

5. A 3.0 Prefer that all students actively participate in extra-class activities.

6. A 3.0 Prefer that time be set aside during the school day for participation in extra-class activities.

VI. Evaluation

A. A Tool for Helping Students

The D.E. teacher-coordinator will have a belief that evaluation is a tool for helping a student to improve himself when he is able to:

1. A 3.0 Feel that a student should be given feedback about his test performance as soon as possible.
2. A 3.0 Prefer that a provision for "learning" (diagnostic) examinations be made in the curriculum in addition to examinations used solely to evaluate students.
3. A 3.0 Feel that major emphasis on course grade will depend upon performance on final examinations and reduced weight will be given to other examinations administered during the term of instruction.
4. A 3.0 Feel strongly that standarized tests should be interpreted to students so that they can make decisions about courses of study to pursue.
5. A 3.0 Feel that students should not be condemned on the basis of poor performance on one or two tests but should be provided with additional opportunity(s) to demonstrate competence.

B. Objective Measurement of Instructional Goals

The D.E. teacher-coordinator will use evaluation to determine whether changes in behavior based on the program's objectives and goals have resulted when he is able to:

1. C 2.0 Recognize the kinds of errors that exist in teacher-made examinations.
2. C 3.0 Relate test items to behavioral objectives.
3. C 3.0 Use tests which can be objectively scored.
4. C 3.0 Employ the pre- and post-test method to measure pupil gain.
5. C 3.0 Use evaluational techniques at the end of important units of instruction.

C. Constructing Measures of Learning

The D.E. teacher-coordinator can construct measures of learning in terms of stated objectives when he is able to:

1. C 3.0 Use educational objectives that are stated in terms of desired terminal behaviors of students.
2. C 3.0 Relate test items to stated objectives.
3. C 3.0 Use test items which measure higher mental processes.

4. C 3.0 Use test items which measure attitudes and skills.

5. C 3.0 Employ test items that can be scored objectively.

D. Evaluating Student Achievement

The D.E. teacher-coordinator can evaluate student achievement when he is able to:

1. C 5.0 Prepare educational objectives that are stated in behavioral terms.

2. C 5.0 Design a table of specifications (blueprint) to serve as a plan for student evaluation.

3. C 5.0 Prepare test items which purport to measure his educational objectives.

4. C 6.0 Determine the grades students shall receive from a distribution of test scores.

5. C 6.0 Assess the progress of students from test results.

6. C 6.0 Evaluate test items using item analysis techniques.

E. Evaluating in Terms of Performance

The D.E. teacher-coordinator will have the ability to evaluate student progress in terms of stated objectives when he is able to:

1. C 3.0 Use objectives that are stated operationally.

2. C 3.0 Employ evaluation techniques at regular strategic intervals (ex. on the job observation).

3. C 3.0 Incorporate informal techniques of evaluation in his measurement repertoire (ex. observation, interview).

4. C 3.0 Provide for the evaluation of students by individuals, other than the D.E. coordinator, who are responsible for instructing D.E. students.

VII. Measures of Intelligence

The D.E. teacher-coordinator will have knowledge of the measures of intelligence, aptitude, interests, and achievement and limitations of these measures when he is able to:

1. C 1.0 Distinguish between intelligence, aptitudes, interests and achievement tests.

2. C 1.0 Recall instances in which specific tests can be used.

3. C 1.0 Recall the limitations of measurement of human personality traits.

4. C 1.0 Recall the meaning and types of validity.

5. C 1.0 Recall the meaning and types of reliability.

TEACHING

Human Growth and Development

I. Definitions Regarding Human Growth and Development

The D.E. teacher-coordinator will have knowledge of definitions of terms related to human growth and development when he is able to:

1. C*1.0 Define the factors which contribute to the physical development in the child.
2. C 1.0 Define the factors which contribute to the emotional development of the child.
3. C 1.0 Define the factors which contribute to the social development of the child.
4. C 1.0 Define the factors which are included in the concept "personality."

II. Growth and Development of the Adolescent

A. Affective Factors of Development

The D.E. teacher-coordinator will have an appreciation of the significance of the adolescent period of development when he is able to:

1. A 3.0 Feel that adolescents should be allowed to participate in the planning of courses of study they undergo.
2. A 3.0 Prefer that adolescents develop their own standards of conduct.
3. A 3.0 Value adolescents taking the initiative in solving their own problems.
4. A 3.0 Feel that adolescents should be responsible for their behavior.
5. A 3.0 Feel that adolescence is a unique period in an individual's life that is laden with special problems and difficulties that need to be resolved if emotional and social adjustments are to be reached in adulthood.

B. Cognitive Factors of Development

The D.E. teacher-coordinator will have knowledge of the growth and development of the adolescent (physcial, emotional, intellectual and moral) when he is able to:

1. C 1.0 ll the role of the factors of heredity and environment physical development of individuals.

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*When C followed by number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

2. C 1.0 Identify the factors which account for healthy emotional development.

3. C 1.0 Describe the major stages of intellectual development from birth to adulthood.

4. C 1.0 Describe the five levels of character.

III. Influences on the Adolescent

A. Family peer groups and community

The D.E. teacher-coordinator will have knowledge of the influence on the adolescent of such groups as the family, peer groups and the community when he is able to:

1. C 1.0 Identify agencies which play a major role in the development of the adolescent.

2. C 1.0 Identify the relative influence of the agencies which affect adolescent development.

3. C 1.0 Recall familiar factors which facilitate optimal development of the adolescent.

4. C 1.0 Recall the effect of peer group pressures on adolescents.

5. C 1.0 Identify groups which have a favorable effect on adolescents and groups which have a detrimental effect.

B. Social, Psychological and Economic Forces

The D.E. teacher-coordinator will understand that curriculum decisions are influenced by social, psychological and economic forces when he is able to:

1. C 2.0 Comprehend that the educational system is a reflection of the society in which a student lives.

2. C 2.0 Explain curriculum changes that have resulted from social or economic events.

3. C 2.0 Indicate educational innovation that will be necessary to meet the future needs of society.

4. C 2.0 Recognize the need for feedback from pupils as a basis for curriculum revisions.

5. C 2.0 Comprehend the importance of including persons, other educators, on committees and boards which are concerned with educational policy.

IV. Impact of Socio-Cultural-Economic Environment on the Adolescent

The D.E. teacher-coordinator will have knowledge of the impact of the socio-cultural-economic environment on the adolescent when he is able to:

1. C 1.0 Recall the relationship of socio-economic status to adolescent values.

2. C 1.0 Recall the effects of an adolescent's environment on his intellectual development.

3. C 1.0 Recall the effect of an adolescent's environment on his social development.

4. C 1.0 Recall the effects of an adolescent's environment on his emotional development.

5. C 1.0 Recognize the importance of the peer-group subculture as as a dominant influence in the life of the adolescent.

6. C 1.0 Recall the factors in the American culture which prolong the adolescent age period.

V. Personality Development

A. Importance of Self-Realization

The D.E. teacher-coordinator will have an appreciation of the importance of self-realization as an important first step in personality development when he is able to:

1. A 3.0 Feel that provision for individual differences should be made in the classroom.

2. A 3.0 Feel that the school (guidance counselor, teacher) should provide students with information about their aptitudes and abilities in terms that they can understand.

3. A 3.0 Prefer that students establish their own goal in the classroom.

4. A 3.0 Feel that it is better for students to succeed than fail in tasks that they undertake.

5. A 3.0 Value a realistic orientation to life by student.

B. Personality Improvement

The D.E. teacher-coordinator can apply techniques for improving personality when he is able to:

1. C 1.0 Identify sources of information about adolescents.

2. C 1.0 Recognize conditions which are frustrating to adolescents.

3. C 1.0 Recall major adjustment mechanisms used by people.

4. C 1.0 Recall types of mental illnesses.

5. C 3.0 Refer students with suspected personality problems to the guidance counselor.

6. C 3.0 Use sociometric methods in classroom.

VI. Group Morale

A. Group Dynamics

The D.E. teacher-coordinator will understand that group variables influence learning when he is able to:

1. C 1.0 Recall the effect of group pressure on individual behavior.

2. C 1.0 Recall the advantages and disadvantages of learning in groups.

3. C 2.0 Recognize the influence of the peer group on adolescents.

4. C 2.0 Explain the purposes for which adolescent groups are formed.

B. Techniques for Building Group Moarle

The D.E. teacher-coordinator will have knowledge of the technique for building group morale when he is able to:

1. C 1.0 Recall the characteristics of adolescent groups.

2. C 1.0 Recognize the purpose for which adolescents join groups.

3. C 1.0 Recall factors of social climate which are conductive to satisfactory adolescent group relationship.

4. C 1.0 Identify factors which are detrimental to the morale of adolescent groups.

5. C 1.0 Describe the effects of methods of leadership on group morale.

VII. Interests, Aptitudes and Abilities of Students

A. Identifying Interests, Aptitudes and Abilities

The D.E. teacher-coordinator will have knowledge of the interests, aptitudes and abilities of students when he is able to:

1. C 1.0 Describe the interests, aptitudes and abilities of students.

2. C 1.0 Distinguish between aptitude, ability and interest.

3. C 1.0 Distinguish between the interests, aptitudes and abilities of boys and girls.

4. C 1.0 Recall the effect of interests, aptitudes and abilities on learning.

5. C 1.0 Identify methods by which the interests, aptitudes and abilities of students can be determined.

B. Individual Differences

The D.E. teacher-coordinator will have the belief that a person is a unique individual and should be treated accordingly when he is able to:

1. A 3.0 Feel strongly that school should provide several courses of study which cover a wide range of abilities.

2. A 3.0 Value individual initiative in the classroom.

3. A 3.0 Feel strongly that school regulations should not be so rigid that they have to be applied with equal rigor in all instances.

4. A 3.0 Feel strongly that certain students may not be required to meet some standards.

C. Emotions, Feelings and Attitudes

The D.E. teacher-coordinator will comprehend that the instructor-student relationship is appropriate to the emotions, feelings and attitudes of students when he is able to:

1. C 2.0 Recognize the importance of empathizing with students.
2. C 2.0 Indicate the necessity of examining the student's point-of-view.
3. C 2.0 Recall methods for appraising the emotions, feelings and attitudes of students.
4. C 2.0 Comprehend what the emotions, feelings and attitudes of students are.
5. C 2.0 Recognize ways of dealing with students who exhibit specific emotions, feelings and attitudes.

D. Adolescent Needs

The D.E. teacher-coordinator can apply the principle that learning takes place most effectively when the learner is engaged in activities which he believes will help him reach a goal he wants to reach when he is able to:

1. C 2.0 Comprehend what the goals of adolescents are.
2. C 2.0 Recognize the needs of adolescents which can be met by the educational system.
3. C 3.0 Employ student assistance in the preparation of his lesson plans.
4. C 3.0 Use educational techniques (methodology) which approximate situations as they will be encountered in the real world.
5. C 3.0 Assist the adolescents in defining individual goals and subgoals.

VIII. Individual Differences

The D.E. teacher-coordinator will comprehend that individual differences determine learning when he is able to:

1. C 2.0 Recognize the relationship between intelligence and academic achievement.
2. C 2.0 Recognize that adolescent abilities are best described by a profile of abilities, as opposed to a single general trait.
3. C 3.0 Recognize that the level of interest a student has in a subject will affect his motivation.
4. C 2.0 Recognize that student attitudes affect learning.
5. C 2.0 Recognize the importance of using different instructional techniques in the classroom.

IX. Developing a Personal Philosophy

The D.E. teacher-coordinator will have the belief that students need to develop a philosophy of life and understand their roles in society when he is able to:

1. A 3.0 Prefer that students establish their own standards of conduct.

2. A 3.0 Feel that adults cannot impose a ready-made value system on adolescents.

3. A 3.0 Feel that students should have exposure to a variety of social philosophies so that they can intelligently determine which they prefer.

4. A 3.0 Feel strongly that certain developmental tasks need to be accomplished before they can assume a position in adult society.

X. Moral Development of the Adolescent

The D.E. teacher-coordinator will have the conviction that distributive education has a responsibility for the moral development of the student when he is able to:

1. A 3.0 Feel that a standard of conduct should be expected of students.

2. A 3.0 Feel that the school should be partly responsible for the conduct of D.E. students while they are "on the job."

3. A 3.0 Feel that provision should be made in the D.E. curriculum for instruction on ethical standards.

4. A 5.0 Feel that distributive education should develop a professional code of ethics.

GUIDANCE ACTIVITIES

I. Disseminating Guidance Information Regarding Distributive Education

The D.E. teacher-coordinator will have the ability to apply principles involved in disseminating information to students and parents regarding distributive education when he is able to:

1. C*1.0 Recall the methods and techniques involved in acquainting high school students with all aspects of the D.E. program.
2. A 3.0 Feel strongly that the teacher-coordinator has a responsibility to parents for presenting information which will assist them in helping their child make a realistic decision regarding a career in distribution.
3. C 3.0 Prepare promotional devices, such as brochures, bulletin boards, publicity releases and radio spots.
4. C 3.0 Relate occupational opportunities meaningfully to prospective students and parents.
5. C 1.0 Identify job progression patterns and their relationship to education and training.

II. The D.E. Teacher-Coordinator's Guidance Role

The D.E. teacher-coordinator will have the ability to formulate a viable concept of the D.E. teacher-coordinator's guidance role when he is able to:

1. C 1.0 Recall specific ways in which guidance personnel and the D.E. teacher-coordinator can work together.
2. C 3.0 Feel that the D.E. teacher-coordinator works, as do other faculty members, as a member of a guidance team in the school.

III. Selection of Students

The D.E. teacher-coordinator will have the ability to develop policies to serve as flexible guidelines in the selection of D.E. students for both the cooperative and the project plans of the program when he is able to:

1. C 2.0 Identify job requirements that must be considered in selecting and placing cooperative students and graduates.
2. C 2.0 Explain that distributive education is a program designed to meet the needs of persons who have or are preparing to enter a distributive occupation or an occupation requiring ability in one or more of the marketing functions.

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*When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

3. A 3.0 Feel that certain data available in student permanent records can be of assistance in selecting distributive education students.

4. A 3.0 Have a conviction that the D.E. program can benefit students who are interested in a career in distribution.

5. C 1.0 Recall techniques and procedures involved in interviewing students.

6. C 4.0 Use interview, observation and information in determining which students can and sincerely wish to profit from instruction in the distributive education program.

7. A 3.0 Have a conviction that the final selection of D.E. students is primarily the responsibility of the D.E. teacher-coordinator.

IV. Counseling

The D.E. teacher-coordinator will have the ability to apply sound counseling principles in guidance activities when he is able to:

1. C 4.0 Select, interpret, and evaluate information found in student permanent records that would be of use in various counseling situations. (Test scores, grades, faculty notations, etc.)

2. C 2.0 Show students the numerous ways other courses will assist in the development of competencies needed in their chosen field.

3. C 3.0 Identify career opportunities in distribution and the methods of entering and advancing in these occupations.

4. C 2.0 Identify the types of guidance information to be reviewed periodically with D.E. students.

V. Placement

The D.E. teacher-coordinator will have the ability to assist the student--according to his vocational interest, aptitude and ability--in selecting the most appropriate on-the-job training placement for him when he is able to:

1. C 2.0 Determine when a student is adequately prepared to seek a part-time job in a distributive occupation.

2. C 1.0 Recall step-by-step procedures involved in arranging for students to be interviewed by employers.

3. C 1.0 Recall methods of following up student interviews.

VI. Career Planning

The D.E. teacher-coordinator will have the ability to counsel students concerning careers in distribution when he is able to:

1. A 3.0 Feel strongly that the D.E. teacher-coordinator has a responsibility for informing students of the importance of obtaining as much education as is possible.

2. C 1.0 Recall various career opportunities and job progressions in the field of distribution.

3. C 1.0 Assist students in recognizing job opportunities that may not contribute to his career development.

4. C 1.0 Be conscious of problems students may encounter when planning their training and education beyond the secondary school level.

5. C 2.0 Identify institutions offering training in distribution beyond the secondary school level.

PUBLIC RELATIONS

I. Benefits of Public Relations

The D.E. teacher-coordinator will realize the important benefits to be derived by keeping the public aware of the D.E. program when he is able to:

1. C*1.0 Recall types of "publics" concerned with distributive education.
2. C 1.1 Be conscious of types of information about the D.E. program that are of interest to the public.
3. A 3.1 Feel that a public program will grow and serve the community and school only if those who are in some way affected are acquainted with it.

II. Importance of Communications

The D.E. teacher-coordinator will be able to demonstrate the ability to communicate both in speech and in writing with various "publics" when he is able to:

1. C 1.0 Recall media available for use in disseminating information about distribution and distributive education.
2. C 1.0 Recall the methods of acquainting businessmen, lay people and fellow teachers with the distributive education program.
3. C 2.0 Interpret various phases of the distributive education program.

III. Relations With Other Vocational Services

The D.E. teacher-coordinator will realize that cordial working relationships among personnel in the various vocational services are required when he is able to:

1. C 3.0 Feel that a close, cooperative working relationship of the D.E. teacher-coordinator with faculty members and school administrators results in better fulfillment of the purposes of the D.E. program.
2. C 5.0 Incorporate into his own program ideas gleaned from observing other vocational programs.

IV. Relations With School Administration

The D.E. teacher-coordinator will have the ability to recognize his responsibility for keeping the school administration informed when he is able to:

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*When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

1. C 2.0 Interpret to school administrators and interested persons the progress of the D.E. program.

V. Ethical Standards

The D.E. teacher-coordinator will feel strongly that the teacher-coordinator as a professional leader in the community should set an example by his ethical standards when he is able to:

1. C 6.0 Make sound judgments regarding ethical decisions.

2. C 3.0 Feel strongly that a teacher-coordinator should set an example of personal work habits and character which D.E. students can emulate.

VI. Professional Development

The D.E. teacher-coordinator will recognize the need for continuous professional development when he is able to:

1. C 1.0 Recognize the need for enrolling in extension and summer school classes.

2. C 1.0 Recall the names and purposes of significant professional associations (local, state and national educational associations and other associations of interest to the D.E. teacher-coordinator).

3. A 3.0 Feel strongly that maintaining active membership in professional associations has inestimable value both to himself and to the organizations.

VII.. Technical Advances

The D.E. teacher-coordinator will develop a strong feeling that he has a responsibility for keeping informed on technical advances and new methods in marketing and distribution when he is able to:

1. C 1.0 Recognize the importance of reading trade journal and professional publications.

2. A 3.0 Feel that he should, in so far as possible, attend trade meetings, exhibits, demonstrations and conferences concerned with distribution.

3. A 3.0 Feel that, as a key person in charge of training for the distributive business community, he should actively participate in the local merchants' association and chamber of commerce.

COORDINATION

I. Selection of Training Stations

The D.E. teacher-coordinator will have the ability to select and maintain training stations that provide the best possible training for individual students depending on their needs and vocational goals when he is able to:

1. C[*]1.0 Recall the criteria of an effective training station.
2. C 2.0 Be able to identify appropriate part-time employment situations for students.
3. C 2.0 Explain that a variety of procedures is necessary in order to work effectively with different management and organizational policies.
4. C 2.0 Comprehend that management policies and the organizational pattern of each training station affects coordination (attitude of the firm toward student employment, the amount and type of on-the-job training a student can expect to receive, and training sponsor selection).
5. C 3.0 Feel strongly that in selecting training stations for distributive education students, every effort should be made to select those most likely to provide occupational and educational opportunities in keeping with the student's capacities, interests and goals.

II. Training Sponsor

The D.E. teacher-coordinator will realize the importance of having a training sponsor appointed by the employer for each D.E. cooperative student when he is able to:

1. C 1.0 Recognize the vital role the training sponsor can play in assisting the trainee toward his occupational objective.
2. C 3.0 Feel strongly that training sponsors of distributive education cooperative students should be oriented to their responsibilities in providing real-life learning experiences for students on the job.
3. C 3.0 Feel strongly that training must be provided to the sponsor if he is to share in the education of young people.

III. The Role of Coordination

The D.E. teacher-coordinator will have the ability to formulate a concept of the role of coordination in the education of a D.E. student when he is able to:

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[*] When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

1. C 1.0 Recall the purposes of coordination.

2. C 3.0 Demonstrate the ability to critically observe students at their jobs.

3. C 3.0 Demonstrate the ability to obtain a periodic evaluation of the student's occupational experience.

4. A 1.0 Be sensitive to all signs which may indicate a lack of progress toward the student's goals. These clues may include absences, tardiness, lack of interest, motivation, etc.

5. A 3.0 Have a conviction that, as a training specialist in distribution, he should possess (1) adequate and up-to-date knowledge of his field; (2) the ability to locate sources of information to questions.

IV. Philosophy of Coordination

The D.E. teacher-coordinator will have the ability to analyze philosophical concepts regarding coordination when he is able to:

1. A 3.0 Have a conviction that the teacher-coordinator should build and maintain harmonious relationships among all groups involved in the distributive education program.

2. A 3.0 Feel strongly that many youth need supervised occupational experiences as well as correlated instruction in the skills, knowledges and attitudes of their occupations in order to make more intelligent and productive participants in economic life.

3. A 3.0 Believe that distributive education should serve the needs of both the individual student and the business community.

4. A 3.0 Feel strongly that effective coordination activities provide an opportunity for the teacher-coordinator to help keep his occupational knowledge up-to-date.

5. A 3.0 Feel strongly that the distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical and educational developments, and adapt to such changes.

6. A 3.0 Have a conviction that only through regular coordination visits can the program's responsibility to the students and the business community be most effectively discharged.

V. On-The-Job Learning Experiences

The D.E. teacher-coordinator will have the ability to design on-the-job learning experiences for cooperative students when he is able to:

1. C 1.0 Identify types of on-the-job learning activities.

2. C 2.0 Recognize the importance of working with the training sponsor in planning a series of on-the-job learning experiences for the D.E. student.

3. C 3.0 Demonstrate the ability to develop a set of on-the-job learning experiences for each of the nine competency areas.

4. A 3.0 Feel strongly that since the student, employer and teacher-coordinator will be involved in making on-the-job training beneficial, all three should work together in planning on-the-job learning experiences.

VI. Training Plans

The D.E. teacher-coordinator will have the ability to develop individual training plans for cooperative students when he is able to:

1. C 1.0 Recall methods of developing a training plan for each student to assure learning experiences either on the job or in project activities.

2. C 2.0 Understand that a training plan should serve as a guide to the employer, the student and the coordinator in order to provide learning experiences which will develop competencies needed for the students' success in his chosen career.

VII. Participation Experiences

The D.E. teacher-coordinator will have the ability to design participating experiences and/or projects for D.E. students who are not in the cooperative program when he is able to:

1. C 1.0 Recall types of participation experiences that will assist in developing identified competencies.

2. C 1.0 Recall procedures for developing participation experiences to meet individual student needs.

3. C 1.0 Recall the criteria of an effective individual or group project.

4. C 2.0 Understand that student assignments and participation experiences are means of providing the student an opportunity to apply concepts taught in the classroom.

5. C 3.0 Demonstrate the ability to plan effective individual and group projects.

6. C 6.0 Evaluate various participating experiences which focus on activities in distributive occupations and decision-making situations in distribution.

VIII. Coordination Theory and Practice

The D.E. teacher-coordinator will have the ability to formulate a concept in regard to relating classroom instruction to actual on-the-job situations when he is able to:

1. C 1.0 Recognize that classroom instruction, to be effective, should be based on knowledge, understanding, skill and attitude required to work effectively in distributive occupations.

2. C 1.0 Recall the numerous training materials which the student as well as the teacher-coordinator, can obtain from training stations for class use.

3. C 2.0 Understand that through coordination visits many examples can be secured to illustrate principles to be taught in the classroom.

4. C 2.0 Understand that classroom instruction should be closely related to occupational performance expectations.

5. A 3.0 Have a conviction that classroom instruction can and will help a student to perform more effectively on the job.

6. A 3.0 Feel strongly that, to be most effective, classroom instruction for D.E. students should be directly related to actual on-the-job needs and situations.

IX. Coordinator's Role as A Distributive Specialist

The D.E. teacher-coordinator will be able to perceive his role as a distributive specialist when he is able to:

1. C 2.0 Understand that student assignments and participation experiences are means of providing the student an opportunity to apply concepts taught in the classroom.

2. C 3.0 Demonstrate the ability to select and interpret technical information to answer questions of local merchants.

3. C 3.0 Demonstrate the ability to interpret current trends of business operation through observation and conferences with businessmen.

4. C 3.0 Demonstrate the ability to conduct conferences with training sponsors, personnel directors and other management personnel.

5. C 6.0 Evaluate various participating experiences which focus on activities in distributive occupations and decision-making situations in distribution.

ADMINISTRATION

Administration of Distributive Education

I. Distributive Education's Place in the Total School Program

A. Distributive Education's Mission

The D.E. teacher-coordinator will comprehend distributive education's mission in relation to the total school program when he is able to:

1. C*2.0 Identify the purposes of secondary education.

2. C 2.0 Identify the purposes of vocational education.

3. C 2.0 Identify the aims and objectives of distributive education.

B. The Role of D.E. in the Total School Program

The D.E. teacher-coordinator will have the ability to formulate a concept of the role of distributive education in the total school program when he can:

1. C 2.0 Interpret the aims and objectives of distributive education in relation to the total school program.

2. C 6.0 Compare the objectives of distributive education with those of vocational education and secondary education.

C. Terms Unique to the D.E. Program

The D.E. teacher-coordinator will comprehend the meaning of terms unique to the distributive education program when he is able to:

1. C 1.0 Define terms included in "A Philosophy of Distributive Education."

2. C 2.0 Interpret terms unique to the distributive education program through the use of verbal or graphic illustrations.

II. Organization for Administration of Distributive Education

The D.E. teacher-coordinator will comprehend the pattern for the administration of vocational education and distributive education when he is able to:

1. C 2.0 Explain state and federal organizational patterns for the administration of vocational and distributive education.

2. C 1.0 Describe state policies and standards which affect support of the D.E. program.

3. C 1.0 Describe the fundamental of organization and administration.

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*When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

III. Program of Work

The D.E. teacher-coordinator will have the ability to formulate a program of work based on stated goals when he is able to:

1. C 3.0 Formulate immediate and long-term goals for the high school program, the adult program, and the local Distributive Education Club.

2. C 3.0 Communicate the goals of the distributive education program to school administrators, merchants, parents and students.

3. C 3.0 Cooperate with local school officials in offering specially designed classes for disadvantaged youth.

4. A 3.0 Feel strongly that a distributive education teacher-coordinator should plan a total program: the high school program, including a distributive education club; the adult program and specialized classes for disadvantaged youth.

IV. The Importance of Planning

A. Planning a Program of Work

The D.E. teacher-coordinator will plan a D.E. program to accomplish stated objectives when he is able to:

1. A 3.0 Feel strongly that planning is the foundation upon which a successful and growing distributive education program must be built.

2. C 3.0 Develop a plan for the expansion of the program to meet the needs of students and distributive businesses in the area served by the school.

3. C 5.0 Plan weekly, monthly, and yearly calendars of tasks to be performed in accomplishing stated immediate and long-range goals of the program.

4. C 2.0 Prepare a daily, weekly, and monthly schedule to properly use coordination time.

B. Evaluating Program Effectiveness

The D.E. teacher-coordinator will evaluate the effectiveness of the local D.E. program when he is able to:

1. C 3.0 Prepare an annual report that both summarizes and evaluates the year's activities.

2. C 3.0 Prepare and maintain necessary records, reports and forms for the successful operation of the distributive education program.

3. C 5.0 Develop an assessment procedure to determine each student's effectiveness in his distributive occupation.

C. The Community Survey

The D.E. teacher-coordinator will be able to apply the principles of a community survey (occupational) when he is able to:

1. C 2.0 Identify the purposes of a community survey.
2. C 1.2 Describe the techniques of conducting a community (occupational) survey.
3. A 3.0 Use the survey information as a useful tool in building an effective D.E. program.

D. Practical Research

The D.E. teacher-coordinator will be able to apply the principles of practical research in conducting a shopping or service survey when he can:

1. C 1.2 Describe the methods of conducting practical research.
2. C 5.0 Design and conduct practical research that could provide a basis for improving techniques and efficiency in distribution and marketing.
3. A 3.0 Use the survey information as a useful tool in building an effective D.E. program.
4. C 4.0 Select from shopping (or service) survey practical examples and case studies usable as training devices.
5. A 3.0 Feel that as a specialist in distribution he has a responsibility for disseminating knowledge and information to persons who are involved in distribution.
6. A 3.0 Feel that distributive education personnel have a responsibility for cooperating with business in determining new or improved techniques in distribution and marketing.

E. Follow-Up of Graduates

The D.E. teacher-coordinator will formulate a concept concerning the importance of follow-up studies of D.E. graduates when he is able to:

1. C 4.0 Select the technique (or techniques) for conducting a follow-up study of D.E. graduates that will produce maximum benefit from the study.
2. A 3.0 Feel that through regular follow-up studies of graduates the local D.E. program can be continuously evaluated in terms of its effectiveness in achieving established objectives.
3. C 3.0 Apply evaluative instruments in assessing the result being obtained in the total program.

V. The Total Job of the D.E. Teacher-Coordinator

The D.E. teacher-coordinator will formulate a concept of his total job when he is able to:

1. C 2.0 Identify his role as a teacher.

2. C 2.0 Identify his role as a guidance counselor.
3. C 2.0 Identify his role as a coordinator.
4. C 2.0 Identify his role as a public relations person.
5. C 2.0 Identify his role as an administrator.
6. C 2.0 Identify his role as a club adviser.

VI. The Distributive Education Advisory Committee

The D.E. teacher-coordinator will design a plan for working with an advisory committee when he is able to:

1. C 2.0 Identify representatives of a cross-section of distributive businesses in the community.
2. C 1.0 Establish a workable rotation system for membership on the Advisory Committee.
3. A 3.0 Properly schedule meetings of the D.E. Advisory Committee to maintain interest and participation by members.
4. C 3.0 Interpret for the Advisory Committee the problems and progress of the D.E. program.

VII. The Distributive Education Club

The D.E. teacher-coordinator will demonstrate his ability to serve as adviser to the distributive education club when he is able to:

1. C 4.0 Develop a cohesive structure in his planning to assure that DECA and the distributive education program are coordinated.
2. A 1.0 Become aware that school policies regarding co-curricular clubs must govern many decisions regarding DECA activities.
3. C 3.0 Work with students in planning and carrying out a program of activities in DECA which will accomplish stated objectives.
4. C 6.0 Evaluate DECA activities in terms of their educational value.

VIII. Supervision of Student Teachers

The D.E. teacher-coordinator will have the ability to perceive his role in the preparation of prospective teacher-coordinators when he is able to:

1. C 3.0 Supervise student teachers in teaching, coordination, guidance, public relations, and administrative activities.
2. C 3.0 Select and provide adequate learning experiences for student teachers assigned to a local school.

IX. The Distributive Education Budget

The D.E. teacher-coordinator will have the ability to formulate a distributive education budget when he can:

1. C 1.0 Become familiar with sources, types, costs, etc., of physical equipment and supplies desirable for a distributive education classroom-laboratory.
2. C 1.0 Become familiar with sources, types, costs, etc., of teaching supplies pertaining to the courses he teaches.
3. C 3.0 Prepare a departmental budget.
4. C 6.0 Justify the need for physical equipment and supplies to the proper authorities.
5. C 3.0 Secure appropriate books, periodicals and films pertaining to the courses he teaches.

X. Legislation Affecting Distributive Education

The D.E. teacher-coordinator will recognize the effect of state and federal laws on the D.E. program when he is able to:

1. C 1.0 Recall major state and federal laws that have implications for distributive education.
2. C 2.0 Identify provisions of federal legislation relating to all phases of distributive education.
3. C 2.0 Identify significant provisions of state and federal labor laws affecting the placement or work of distributive education students.
4. A 3.0 Feel that legislation reflects felt needs.

XI. Filing

The D.E. teacher-coordinator will prepare a plan for securing and filing appropriate educational materials when he is able to:

1. C 1.0 Recall methods of purchasing or acquiring distributive education and other instructional material for teacher and student use.
2. C 1.0 Know of appropriate materials available for the D.E. resource files.
3. C 3.0 Demonstrate the ability to use a practical system of filing which will assure efficient use of materials in resource files.

ADMINISTRATION

Administration of the Adult Program

I. Adult Curriculum

The D.E. teacher-coordinator will have the ability to develop adult distributive education curriculums when he can:

1. C*1.0 Describe the goals of the adult program.
2. C 4.0 Analyze the training needs of the distributive community.
3. C 2.0 Explain specialized programs of study in the curriculum.
4. C 2.0 Describe the adult curriculum.

II. Planning Courses of Study

The D.E. teacher-coordinator will have the ability to organize courses of study for the adult distributive education program when he is able to:

1. C 1.0 Recall items which must be included in a semester or yearly plan for a course.
2. C 2.0 Identify procedures to follow in preparing a plan for classes.
3. C 5.0 Prepare a schedule of classes for an adult program.
4. C 5.0 Prepare a detailed plan of procedures for each session of an adult class.

III. Financing the Adult Program

The D.E. teacher-coordinator will have the ability to develop a sound financial budget for an adult distributive education program when he is able to:

1. C 1.0 Recall items which must be included in the financial budget.
2. C 2.0 Identify expenditures which are reimbursable by the State Department of Education.
3. C 3.0 Process forms required for securing state aid for instructional costs.
4. C 3.0 Set fees for classes based on financial budget requirements for the semester.
5. C 3.0 Request state aid when appropriate for projected instructional costs for the program.
6. C 4.0 Evaluate financial inefficiencies in the adult program.

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*When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

IV. Obtaining Adult Instruction

The D.E. teacher-coordinator will have the ability to secure adult instructors for the adult education program when he can:

1. C 3.0 Process appropriate application forms for approval of adult instructors.
2. C 1.0 Recall qualifications which instructors in various courses of the adult program must possess.
3. C 2.0 Identify sources for recruiting instructors.
4. C 5.0 Prepare a plan for the selection of instructors.

V. Training Adult Instructors

The D.E. teacher-coordinator will have the ability to train adult instructors when he can:

1. C 2.0 Recognize training requirements for adult instructors.
2. C 2.0 Identify procedures to follow in training an adult instructor.
3. C 3.0 Conduct a training program for adult instructors.

VI. Promotion of the Adult Program

The D.E. teacher-coordinator will have the ability to plan and develop an effective promotional campaign for adult distributive education programs when he can:

1. C 1.0 Utilize good promotional methods for securing enrollment in adult classes.
2. C 5.0 Prepare brochures for use in promoting an adult class.
3. C 3.0 Write news releases for use in promoting an adult class.
4. C 5.0 Prepare a talk for presentation to a trade association or civic group for promotion of an adult class.

VII. Adult Program Record-Keeping

The D.E. teacher-coordinator will have the ability to compile required reports for the adult distributive education program when he is able to:

1. C 1.0 Indicate the reports which must be submitted to the State Department of Education for adult classes.
2. C 3.0 Process quarterly and semi-annual report forms.
3. C 3.0 Write reports for classes based on a projected plan.
4. C 5.0 Develop a system for simplifying procedures for the collection of data required for reports.

VIII. Adult Program Evaluation

The D.E. teacher-coordinator will have the ability to evaluate the effectiveness of various aspects of the adult distributive education program when he is able to:

1. C 4.0 Analyze a written description of an existing program, determining its strengths and weaknesses.
2. C 4.0 Detect ways for upgrading course outlines for the areas of study in the curriculum.
3. C 4.0 Discover areas in which improvements are needed in the adult program.
4. C 5.0 Incorporate suggested improvements in the adult program.
5. C 6.0 Assess the results of various methods of adult class promotion.

IX. Coordinator's Responsibilities toward the Adult Program

The D.E. teacher-coordinator will perceive his role in the adult distributive education program when he is able to:

1. C 2.0 Identify responsibilities of the D.E. teacher-coordinator in the development of the adult program.
2. C 2.0 Identify specific procedures to follow at the opening and closing sessions of an adult class.

X. Adult Program Certificates

The D.E. teacher-coordinator will have the ability to interpret the system for awarding certificates in the adult distributive education program when he is able to:

1. C 2.0 Identify requirements for student certification in general and specialized training programs.
2. C 2.0 Explain certificate plan to members of an adult class.

XI. Adult Distributive Education Program

The D.E. teacher-coordinator will demonstrate his ability to administer the distributive education adult program when he is able to:

1. C 1.0 Indicate sources of adult instructors and resource people for adult classes.
2. C 2.0 Show that education for occupational competency is a lifelong process.
3. C 3.0 Promote interest in continuing education through personal contacts, promotion brochures and publicity in appropriate news media.
4. C 3.0 Provide and maintain appropriate training facilities for adult classes for the distributive community.

5. C 5.0 Determine the need for instruction for adults employed in distribution and marketing.

6. C 4.0 Select, secure and train adult instructors and resource people for adult classes.

ADMINISTRATION

Principles of Vocational Education

I. Nature and Meaning of Vocational Education

The D.E. teacher-coordinator will perceive the role of vocational education in the total school program when he is able to:

1. C[*]1.0 Explain the primary function of vocational education.
2. C 1.0 Define vocational education.
3. C 2.0 Differentiate between vocational education and general education.
4. C 4.0 Recognize the characteristics of vocational education which make it a component part of the total educational program.
5. A 1.0 Realize that vocational education is based on individual and community needs.

II. Need for Vocational Education

The D.E. teacher-coordinator will have the ability to determine the need for vocational education when he is able to:

1. C 4.0 Recognize the vocational education needs of various groups of youth and adults.
2. A 3.0 Feel strongly that vocational education is needed to assure an adequate and efficient labor supply.
3. A 4.0 Relate increasing consumer demands to the need for vocational education.

III. Guidance Services

The D.E. teacher-coordinator will have the ability to assess the importance of vocational guidance when he is able to:

1. C 2.0 Interpret information concerning an individual which will help encourage him to attempt to find solutions to his problems.
2. C 3.0 Use information concerning an individual's interest, aptitudes and abilities when assisting him vocationally.
3. C 5.0 Incorporate information about students and occupations provided by vocational guidance services into curriculum planning and teaching activities.
4. A 3.0 Value vocational guidance as a means of providing individuals with the information and skills needed to make wise decisions concerning problems of vocational adjustment.

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[*] When C followed by a number is used this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

IV. Legislation Concerning Vocational Education

The D.E. teacher-coordinator will have the ability to summarize legislation affecting vocational education when he is able to:

1. C 1.0 Recall the federal acts which have helped develop and expand vocational education.

2. C 2.0 Explain how certain federal acts influence various vocational education programs.

V. Financing Vocational Education

The D.E. teacher-coordinator will have the ability to distinguish between circumstances appropriate for reimbursement under selected vocational acts when he is able to:

1. C 1.0 Recall various acts which provide federal assistance to vocational education programs.

2. C 2.0 Understand the provisions of federal, state and local acts for vocational education.

3. C 3.0 Use funds as appropriated to secure supplies and expand instructional programs.

VI. Vocational Services

The D.E. teacher-coordinator will have the ability to value the interrelationship of all vocational services when he is able to:

1. C 2.0 Explain the functions and services of each vocational service, i.e., agricultural education, business education, distributive education, home economics education and industrial education.

2. C 3.0 Work cooperatively with personnel in other vocational services.

3. C 5.0 Plan and develop instructional programs, incorporating the services of other vocational areas as needed.

VII. Principles of Vocational Education

The D.E. teacher-coordinator will comprehend principles underlying vocational education when he is able to:

1. C 1.0 Identify basic principles regarding vocational education.

2. C 2.0 Illustrate each basic principle of vocational education in terms of various vocational services.

Summary

The educational objectives presented in this chapter were constructed to develop the professional competencies identified in the first phase of this research.

They were grouped around topics in the following categories and sub-categories: teaching (curriculum development, methods of teaching, the teaching-learning process, human growth and development); guidance; coordination; public relations; and administration (administration of distributive education, administration of the adult program and principles of vocational education).

Each topic has a terminal or ultimate objective with a group of enabling objectives. It was assumed that if the enabling objectives were acomplished, the terminal objective would be attained.

The degree of complexity was indicated for each enabling objective by a code number for either the cognitive or affective domain.

In the following chapter technical objectives to develop subject-matter competencies are presented.

CHAPTER XVII

TECHNICAL OBJECTIVES

Introduction

Educational objectives to develop the technical teaching competencies[9] identified in Phase I of this study were reported in this chapter. These competencies concern the subject matter of the distributive education program and are based on competencies required by selected distributive workers in a two-step career continuum.[10] They include competencies concerning basic concepts regarding economics and marketing as well as competencies directly related to job tasks of distributive workers.

The objectives are organized around ten areas of study: selling, display, advertising, communications, mathematics, human relations, operations and management, product and/or service technology, merchandising, and economics and marketing.

The plan used in grouping the objectives and in classifying them according to their degree of complexity was the same as the one used for the professional objectives reported in Chapter XVI. For the convenience of the reader, the explanation concerning this plan is repeated here:

The objectives in each category are grouped around topics that might be included in a unit of instruction. A terminal (general) objective is stated as the ultimate objective and a group of enabling objectives follows. It was assumed that if the enabling objectives were accomplished, the terminal objectives would be attained.

An effort was made to include objectives to develop each of the identified technical competencies. In some instances, one objective was constructed to develop more than one competency; in other instances, several objectives were constructed to develop one competency.

At the left of each enabling objective is a code to indicate the degree of complexity of the objective. The objectives, based on knowledges, understandings, and mental skills, are coded according to the following categories of the cognitive domain:

C 1.0 Knowledge

C 2.0 Comprehension

C 3.0 Application

C 4.0 Analysis

C 5.0 Synthesis

C 6.0 Evaluation

The objectives, based on attitudes, are coded into the following categories of the affective domain:

A 1.0 Receiving

A 2.0 Responding

A 3.0 Valuing

A 4.0 Organization

Since the classification of the objectives into the broad categories of the cognitive and affective domains provides the curriculum worker with an indication of the degree of complexity of each objective, this makes it possible to more easily determine which objectives to include in instructional units at various levels of instruction.

The technical objectives follow.

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[9] Ibid., pp. 96-171.

[10] Ibid., Volumes II, III and IV.

SELLING AREA

I. System Training

A. Cash Register Use and Change-Making

The D.E. teacher-coordinator will have the ability to weigh the necessity of proper cash register usage when he is able to:

1. C[*]2.0 Explain the correct use of a cash register.
2. C 3.0 Use a cash register correctly and efficiently.
3. C 3.0 Use the correct procedure for making change and counting it back to the customer.
4. A 3.0 Feel that careful change-making will increase customer confidence in the salesperson and the business.
5. A 4.0 Relate the importance of ringing sales correctly on the cash register to store operation and control.

B. Sales Checks

The D.E. teacher-coordinator will have the ability to relate accurate sales check writing to store operation and control when he is able to:

1. C 1.0 Recall the usual types of information required on sales checks.
2. C 3.0 Employ proper methods when writing out sales checks for cash, charge, lay-away or C.O.D. transactions.
3. C 3.0 Handle charge plates correctly when writing out a charge transaction.

II. Sales Process

A. The Approach

The D.E. teacher-coordinator will have the ability to weigh the importance of a strong sales approach when he is able to:

1. C 3.0 Open a sale with a greeting, merchandise or service approach.
2. C 4.0 Determine the most appropriate time to approach a customer to open a sale.
3. C 6.0 Determine the most suitable statement or remark to make in opening a sales conversation.
4. A 3.0 Feel strongly that the customer should be approached promptly.
5. A 3.0 Believe that self-confidence and interest in customers strengthen a sales approach.

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[*] When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

B. Determining Customer's Buying Motive

The D.E. teacher-coordinator will have the ability to relate the importance of determining customer buying motives to successful selling when he is able to:

1. C 1.0 Recall the types of customer buying motives.
2. C 4.0 Discover a customer's buying motives.
3. C 4.0 Detect customer needs and desires through appropriate questioning.
4. C 5.0 Develop a sales presentation around identified buying motives.
5. A 3.0 Believe that the successful closing of a sale usually depends on the appeal to a customer's dominant buying motive.
6. A 1.0 Be sensitive to customer clues such as actions, conversation, etc., that give indications of needs and desires.

C. Arousing Interest in Products and Service

The D.E. teacher-coordinator will have the ability to incorporate product and service information into a sale when he is able to:

1. C 2.0 Translate product knowledge into customer benefits.
2. C 4.0 Recognize selling features of products and/or services.
3. A 3.0 Believe that genuine enthusiasm for merchandise will create interest and desire in customers.
4. A 3.0 Feel that a reasonable number of an item should be shown to avoid confusing the customer.
5. A 4.0 Relate product information to successful selling.

D. Building Desire to Own the Product

The D.E. teacher-coordinator will have the ability to select the best method for creating customer desire for a product when he is able to:

1. C 3.0 Get merchandise into the customer's hands to create attachment to item.
2. C 3.0 Demonstrate merchandise as it may be used by customers.
3. C 4.0 Discover ways of showing and displaying merchandise to enkindle interest and desire in customers.
4. A 3.0 Feel strongly that value is added to merchandise that is handled with care and respect.
5. A 3.0 Feel that a customer will become more interested in merchandise if he is encouraged to handle or use it.

III. Techniques in the Sales Process

A. Answering Questions and Overcoming Questions

The D.E. teacher-coordinator will have the ability to incorporate a customer's questions and objections into a successful sale when he is able to:

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1. C 3.0 Apply the best method for meeting customer objections promptly as they arise.

2. C 4.0 Recognize customer resistance as valid objections or as excuses.

3. C 5.0 Create a stronger sales presentation by anticipating customer resistance.

4. A 3.0 Feel that customer objections are a normal part of a sale.

5. A 3.0 Feel strongly that customer objections must be handled and overcome with care and respect.

6. C 2.0 Recognize and interpret customer objectives as indicators of concerns and therefore to be preferred to the silent customer.

B. Closing the Sale (Winning Conviction)

The D.E. teacher-coordinator will have the ability to incorporate various methods to help a customer make a buying decision when he is able to:

1. C 4.0 Detect where the customer is in his thinking to assist him through the remaining buying decisions.

2. C 4.0 Determine when either underselling or overselling is becoming detrimental to a sale.

3. A 3.0 Feel that the final buying decision is not hard to obtain when the customer has been helped to make minor choices.

4. A 3.0 Believe that questioning, observing, and listening are necessary to the successful completion of a sale.

5. A 3.0 Believe that customers must be given "real" reasons for buying.

C. Closing the Sale (Obtaining Action)

The D.E. teacher-coordinator will have the ability to decide on an appropriate closing for a sale when he is able to:

1. C 1.0 Recall the methods which can be used in closing a sale.

2. C 4.0 Discover "buying signals" or readiness to buy on the customer's part.

3. C 5.0 Incorporate appropriate timing in the successful completion of a sale.

4. C 6.0 Select the most appropriate postsale activity.

5. A 2.0 Enjoy helping a customer make a buying decision.

D. Suggestion Selling

The D.E. teacher-coordinator will have the ability to assess the importance of suggestion selling to increased volume when he is able to:

1. C 2.0 Recognize the kinds of suggestion selling which can be used (new products or services, sale or bargain items, holiday or gift items, larger quantities, related items, substitute items, better quality and higher-priced items).

2. C 3.0 Employ the most appropriate method of suggestion selling to increase the average sale.

3. C 3.0 Suggest merchandise from his department or from other departments in the store.

4. C 4.0 Determine when and how suggestion selling should be attempted.

5. A 3.0 Feel that suggesting additional merchandise, better quality merchandise, and substitute merchandise is a service to the customer and increases volume and profits as well.

IV. Customer Services - Selling Tools

A. Credit and Installment Plans

The D.E. teacher-coordinator will have the ability to formulate a concept regarding the role of credit in selling when he is able to:

1. C 1.0 Recall various types of credit plans, terms, and policies.

2. C 2.0 Interpret the terms and policies of various credit and installment plans.

3. C 3.0 Use credit as a selling tool.

4. C 6.0 Help select the credit plan or installment terms which will serve the customer best.

5. A 3.0 Feel that credit is important as a selling tool.

B. Other Customer Services

The D.E. teacher-coordinator will have the ability to weigh the importance of customer services as selling tools when he is able to:

1. C 2.0 Explain delivery schedules to customers.

2. C 3.0 Use the correct procedures for processing a customer's personal checks.

3. C 3.0 Use the correct procedures for filling mail and telephone orders.

4. C 6.0 Select appropriate wrapping materials for the customer's purchase.

5. A 2.0 Volunteer to call a customer to inform her of newly-arrived or specially-priced merchandise or service.

6. A 3.0 Feel that gift-wrapping services attract trade.

V. Professionalizing Selling

A. Self-Analysis

The D.E. teacher-coordinator will have the ability to weight the importance of projecting positive attitudes in selling situations when he is able to:

1. A 2.0 Find pleasure in selling the merchandise or service with which he works.

2. A 3.0 Develop a feeling of pride in being a salesperson.

3. A 3.0 Feel strongly that one should take advantage of sales training opportunities.

4. A 4.0 Form judgments as to the effect that the salesperson's personality has upon successful selling.

B. Selling Costs

The D.E. teacher-coordinator will have the ability to relate low selling costs to successful job performance when he is able to:

1. C 2.0 Translate sales quotas into expected performance or production.

2. C 3.0 Compute selling costs.

3. C 5.0 Coordinate selling skills in an effort to meet a sales quota.

4. A 2.0 Assume responsibility for meeting sales quotas in order to meet established job performance.

C. Business and Public Relations Policies

The D.E. teacher-coordinator will have the ability to form a concept of the salesperson's role in regards to business and public relations policies when he is able to:

1. C 3.0 Sell according to policies and practices set forth by management.

2. A 2.0 Volunteer to interpret a firm's policies to customers.

3. A 4.0 Weigh the importance of good selling to total store success and to the economy.

4. A 4.0 Weigh the importance of the salesperson's position in regard to his public relations function.

VI. Handling Complaints and Exchanges

A. Customer Complaints

The D.E. teacher-coordinator will have the ability to evaluate the need for carefully handling customer complaints when he is able to:

1. C 2.0 Explain the principles generally used in handling customer complaints.

2. C 3.0 Handle customer complaints according to store policies.

3. C 6.0 Determine how to handle a customer complaint.

4. A 3.0 Feel that customer complaints are opportunities for a store to correct operating faults.

5. A 3.0 Value customer's complaints as opportunities to build goodwill.

B. Merchandise Exchanges, Cash Refunds and Charge Credits

The D.E. teacher-coordinator will have the ability to determine the best approach for handling situations in which merchandise is being returned for exchange, cash refund or charge credit when he is able to:

1. C 2.0 Explain procedures for handling exchanges, cash refunds or charge credits.
2. C 3.0 Handle exchanges, cash refunds or charge credits according to store policies.
3. A 3.0 Feel that situations involving cash refunds, exchanges, or charge credits should be used to build goodwill.

VII. Stock Display and Care

A. Stock Display

The D.E. teacher-coordinator will have the ability to use good display as a selling aid when he is able to:

1. C 3.0 Arrange stock in a selling department by color, size, style and price.
2. C 3.0 Utilize selling space with volume or best selling merchandise.
3. C 3.0 Rotate coded merchandise to front display space.
4. C 4.0 Select the best location and arrangement for stock.
5. A 2.0 Accept responsibility for helping with the display of merchandise.

B. Stock Care

The D.E. teacher-coordinator will have the ability to relate stock care to successful selling when he is able to:

1. C 3.0 Perform housekeeping duties necessary for proper stock care.
2. C 4.0 Discover low-stock items so that fixtures can be refilled.
3. A 2.0 Assume responsibility for informing the buyer of items not in stock for which customers ask.
4. A 3.0 Feel that stocks which are kept fresh and neat are a true asset during a sale.
5. A 3.0 Feel that clean, orderly counters and fixtures are a method of stimulating sales.

DISPLAY AREA

I. Purposes of Display

The D.E. teacher-coordinator will have the ability to formulate a concept concerning the role of display in merchandising when he is able to:

1. C*1.0 Recall the purpose of display.
2. A 2.0 Accept good display as a means of creating prestige, obtaining publicity, educating the public, introducing new styles, showing new uses for goods and building goodwill.
3. A 1.0 Recognize that displays tied in with local activities or seasonal events will create a favorable impression in the community.
4. A 3.0 Value the role that good display has in the volume movement of goods.

II. Planning and Preparation

The D.E. teacher-coordinator will have the ability to weigh the importance of the planning and preparation necessary for effective display when he is able to:

1. C 2.0 Schedule and feature merchandise in displays at the same time it is being advertised.
2. C 5.0 Visualize in advance, display arrangements for special events such as fashion shows and store-sponsored Christmas parades.
3. C 5.0 Plan and develop major or seasonal storewide display themes.
4. C 5.0 Organize a system of filing display records and results that can be used later as idea stimulators.
5. A 2.0 Accept that the preparation for and setting up of displays must be in compliance with store promotional policies.

III. Rules and Principles

The D.E. teacher-coordinator will have the ability to incorporate certain rules and principles into good display when he is able to:

1. C 4.0 Select merchandise for display that is seasonal and timely.
2. A 3.0 Feel that the more customer exposure merchandise has the more sales it should produce.
3. A 3.0 Feel that window displays should feature merchandise in which the public has demonstrated an interest.
4. A 3.0 Value displays that reflect the character of the store.

IV. Merchandise Information

The D.E. teacher-coordinator will have the ability to relate the importance of adequate merchandise information to display when he is able to:

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used this designates the level of the affective domain in which this objective is classified.

1. C 2.0 Interpret current fashion and merchandise information necessary for effective and timely display.

2. C 3.0 Apply current fashion and merchandise information to effective display.

3. C 5.0 Develop displays that feature merchandise as it will be used.

V. Aid to Selling

The D.E. teacher-coordinator will develop a sense of value concerning display as an aid to selling when he is able to:

1. C 3.0 Handle customer requests for merchandise on mannequins or in display windows.

2. C 3.0 Use special displays to help balance overstock conditions without necessarily marking down merchandise.

3. C 5.0 Create displays that encourage customers to select merchandise themselves.

4. A 3.0 Feel that effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

5. A 3.0 Feel that good display of merchandise helps develop a customer's interest.

VI. Technical Aspects

The D.E. teacher-coordinator will have the ability to integrate technical elements into effective display when he is able to:

1. C 4.0 Select the best arrangment of merchandise in window or interior displays.

2. C 5.0 Design displays with proper color, harmony, rhythm, balance and proportion.

3. C 5.0 Prepare displays with backgrounds that will enhance, not detract from, the merchandise being displayed.

4. C 5.0 Incorporate display-lighting techniques into effective display.

VII. Space and Location

The D.E. teacher-coordinator will have the ability to appraise the importance of space and location to effective display when he is able to:

1. C 3.0 Use related item or logical grouping display to make it easier for the customer to shop.

2. C 6.0 Decide on locations outside of selling departments to display merchandise for additional exposure to customers.

3. C 6.0 Decide which are the best selling locations within a store or department to place displays.

4. A 3.0 Feel that merchandise should be alloted display space based on its sales volume.

VIII. Display Fixtures

The D.E. teacher-coordinator will have the ability to judge the importance of various fixtures to display when he is able to:

1. C 2.0 Identify the uses which can be made of various display fixtures.
2. C 3.0 Use manufacturers' display aids with discretion.
3. C 3.0 Dress mannequins for displays.
4. C 4.0 Select the display fixture best suited to the merchandise being displayed.
5. A 3.0 Feel strongly that display supplies and fixtures must be representative of the store's image.

IX. Point-of-Sale Signs

A. Lower Level

The D.E. teacher-coordinator will have the ability to use point-of-sale signs as sales stimulators when he is able to:

1. C 1.0 Describe the uses of show cards as "silent salesmen."
2. C 2.0 Recognize good point-of-sale sign copy.
3. C 2.0 Indicate the procedures for having point-of-sale signs printed.
4. C 3.0 Use price cards to show the price of merchandise being shown.

B. Higher Level

The D.E. teacher-coordinator will have the ability to develop display signs when he is able to:

1. C 3.0 Letter a simple sign.
2. C 5.0 Develop display signs for self-selection fixtures with key features and selling price of the merchandise.
3. C 5.0 Design a simple sign.
4. C 5.0 Develop copy for point-of-sale signs.

X. Housekeeping Duties

The D.E. teacher-coordinator will have the ability to relate certain housekeeping duties to effective display when he is able to:

1. C 3.0 Use those housekeeping procedures necessary for proper upkeep of department displays.
2. C 3.0 Dismantle displays to avoid damaging either merchandise or fixtures.
3. C 5.0 Rearrange interior displays of merchandise from which merchandise has been sold.

4. A 3.0 Feel that clean display windows enhance the merchandise being shown.

5. A 4.0 Relate the negligence of returning display merchandise to selling departments with increasing inventory shortages.

ADVERTISING AREA

I. Purposes of Advertising

The D.E. teacher-coordinator will understand the uses and the purposes of advertising when he is able to:

1. C*1.0 Recall the marketing view of advertising.
2. C 1.0 Recall the uses of promotional and institutional advertising.
3. C 1.0 Identify the purposes of advertising.
4. A 1.0 Appreciate advertising in its role as mass seller.
5. A 1.0 Recognize that advertising helps build customer loyalty and increases sales volume for a business.

II. Ad Planning and Budgeting

The D.E. teacher-coordinator will weigh the significance of the planning expense involved in advertising preparation when he is able to:

1. C 4.0 Select merchandise for advertising that is seasonal and timely.
2. C 4.0 Analyze past advertisements for their effectiveness and for guidance in planning future ads.
3. C 5.0 Prepare an advertising budget and schedule that will apportion ad money for its most effective use.
4. C 5.0 Organize an advertising program that will best serve the needs of all divisions of the business.
5. C 6.0 Evaluate the effectiveness of advertising in terms of sales and costs.
6. A 3.0 Believe that advertising plans and schedules should be based on factual information and sound judgment.

III. Media

The D.E. teacher-coordinator will have the ability to assess the importance of various media to effective advertising when he is able to:

1. C 2.0 Distinguish the types of media available for advertising.
2. C 4.0 Analyze the relative cost of advertising in various media.
3. A 4.0 Select advertising media best suited to the product, merchandise or service being advertised.
4. C 6.0 Evaluate the effectiveness of various advertising media for merchandise being advertised.

IV. Ad Layout

The D.E. teacher-coordinator will have the ability to incorporate the elements of written advertising into an advertising layout when he is able to:

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

1. C 1.0 Recall how the parts of written advertising function.
2. C 2.0 Select an appropriate ad illustration.
3. C 3.0 Write advertising copy.
4. C 4.0 Select type which compliments the merchandise being advertised.
5. C 5.0 Create an attention-getting advertising headline.

V. Brand Names, Slogans, Private Brands, Trademarks

The D.E. teacher-coordinator will have the ability to appraise the significance of brand names and slogans when he is able to:

1. C 2.0 Associate products, services, and businesses with certain brand names, private brands, trademarks or slogans.
2. C 3.0 Use brand names and private brands to create interest and desire in customers.
3. C 5.0 Create a trademark or slogan that customers will associate with one business, service or product.
4. C 6.0 Judge the importance of brand names and slogans in creating customer preference and establishing a company or product in the public mind.
5. A 3.0 Feel strongly that trademarks and slogans can create a desirable image for a business.

VI. Coordination of Advertising and Selling

The D.E. teacher-coordinator will have the ability to relate the importance of advertising information to effective selling when he is able to:

1. C 5.0 Incorporate information from an advertisement during a sale.
2. A 2.0 Assume that a knowledge of competitor's advertised merchandise is beneficial in selling one's own merchandise.
3. A 2.0 Accept the responsibility for obtaining facts about advertised merchandise in order to sell it.
4. A 2.0 Accept advertising as a form of preselling.
5. A 3.0 Feel that although the ultimate goal of advertising is to sell goods, the salesperson usually must complete the sale.

VII. Coordination of Advertising and Other Sales Promotion Activities

The D.E. teacher-coordinator will have the ability to weigh the importance of coordinating other sales promotion activities with advertising when he is able to:

1. C 2.0 Interpret sales promotion activities to involved personnel.
2. C 5.0 Coordinate the activities of advertising and display departments to develop effective promotions.

3. C 5.0 Coordinate national or chain advertising with in-the-business sales promotion activities.

4. C 6.0 Select appropriate special events for attracting customers into the business.

5. A 3.0 Feel that advertising should be supplemented by attractive displays and an efficient sales force.

VIII. Publicity Media and Devices

The D.E. teacher-coordinator will develop a sense of value concerning the role publicity plays in a business's image when he is able to:

1. C 2.0 Interpret information with news interest to the press, taking advantage of publicity stories.

2. C 3.0 Adopt those merchandising aids and sales improvers such as money games and premiums to a business.

3. A 1.0 Recognize that product demonstrations or free merchandise samples are valuable forms of promotion.

4. A 2.0 Respond to the idea that some of the best promotion for a business comes from publicity stories.

5. A 3.0 Value the results of effective "word-of-mouth" advertising conveyed by satisfied customers.

IX. Employee's Responsibility Regarding Advertising

The D.E. teacher-coordinator will have the ability to assess the employee's responsibility toward advertising when he is able to:

1. C 3.0 Handle mail and telephone orders in response to ads.

2. C 3.0 Inform customers of the location of advertised merchandise within a store.

3. C 4.0 Check advertising proofs for corrections, omissions and additions.

4. A 3.0 Believe that newspaper advertising must be read to keep informed of the advertising done by one's own store and its competitors.

COMMUNICATIONS AREA

I. Written Communications

The D.E. teacher-coordinator will perceive the necessity for clearly written communications when he is able to:

1. C*2.0 Interpret written communications in forms and reports.
2. C 3.0 Write purchase orders legibly so that errors in quantities, shipping and pricing information can be eliminated.
3. C 3.0 Write saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.
4. C 3.0 Write informative and effective business letters.
5. C 5.0 Compose grammatically correct, attention-getting advertising copy.

II. Communications Regarding Policies

The D.E. teacher-coordinator will have the ability to assess the need for clear communications regarding policies and procedures when he is able to:

1. C 2.0 Interpret management's policies to employer and employees' problems to management.
2. A 2.0 Assume responsibility for interpreting company policies to new customers, new employees and new vendors.
3. A 3.0 Feel that grievances within the organization can be controlled by giving employees timely information.

III. Training Communications

The D.E. teacher-coordinator will have the ability to relate the role of training to successful communications when he is able to:

1. C 3.0 Conduct effective department employee meetings.
2. C 3.0 Assist with training or teaching others.
3. A 1.0 Realize that department or store-wide meetings are a good way to keep others informed of promotions, changing methods and operating picture.

IV. Technical Vocabulary

The D.E. teacher-coordinator will have the ability to assess the value of an adequate technical vocabulary when he is able to:

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

1. C 2.0 Translate technical words concerning an item of merchandise into the customer's language.

2. C 3.0 Use the terminology of distribution.

3. C 5.0 Develop descriptive phrases to be used in selling merchandise.

4. C 6.0 Select descriptive words suitable to the merchandise or service being sold.

5. C 6.0 Determine the situations in which to use a technical language or commonly understood language.

V. Speech and Vocabulary

The D.E. teacher-coordinator will have the ability to formulate a concept concerning the effective use of speech and vocabulary in business when he is able to:

1. C 3.0 Speak clearly and effectively.

2. A 3.0 Feel that simplicity and clarity are desirable traits in a business vocabulary.

3. A 3.0 Believe that poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.

4. A 3.0 Feel that the ability to communicate skillfully in good English is essential to a person's business advancement.

VI. Communications with Customers

The D.E. teacher-coordinator will perceive the need for clear communications with customers when he is able to:

1. C 2.0 Interpret monthly billing statements to customers.

2. C 2.0 Interpret store policies to customers.

3. C 3.0 Offer information to satisfy customer inquiries.

4. C 3.0 Listen attentively to customers' names and addresses when filling out written forms.

5. A 2.0 Respond to customers in a business-like manner.

6. C 2.0 Translate technical information into customer-benefit language.

VII. Telephone Communications

The D.E. teacher-coordinator will develop a sense of value concerning the use of the telephone for successful business when he is able to:

1. C 1.0 Identify the factors involved in proper telephone etiquette.

2. C 3.0 Use the telephone correctly and effectively.

3. A 1.0 Recognize the differences that exist in communications used in telephone selling as compare to face-to-face selling.

4. A 3.0 Feel that successful telephone usage in business depends on the "art of listening."

VIII. Spoken Communications

A. Important Tool in Distributive Occupations

The D.E. teacher-coordinator will develop a belief that the "spoken word" is an important tool of the trade in distributive occupations when he is able to:

1. C 3.0 Use gestures to reinforce product or service information provided.
2. C 3.0 Convey spirit and enthusiasm in one's speech.
3. A 3.0 Feel that the tone of voice can express sincere welcome, eagerness to be of service and enhance the value of merchandise described.
4. A 3.0 Value correct enunciation and pronunciation in speaking.
5. A 3.0 Believe that the voice is an important medium through which selling is accomplished.

B. The Need For Clarity in Spoken Communications

The D.E. teacher-coordinator will develop a sense of value concerning clarity in spoken communications when he is able to:

1. C 3.0 Speak so that correct interpretation can be made by individual listeners.
2. A 1.0 Realize that certain thoughtlessly used terms or words can be misinterpreted by the listener.
3. A 1.0 Realize that interpretations of spoken communications vary with different people.

IX. Mangement - Employee Communication

The D.E. teacher-coordinator will formulate a concept concerning communication as a two-way process between management and employees when he is able to:

1. C 2.0 Interpret to management the progress of a certain department, system or function within the store.
2. C 3.0 Suggest changes to management.
3. C 3.0 Convey directions and instructions clearly to employees.
4. A 3.0 Believe that communications between the various departments and divisions within a business will result in a more efficient operation with mutual benefits to all.
5. A 3.0 Believe that an important phase of management's responsibility in an organization is communication.

X. Communications Between Businesses

The D.E. teacher-coordinator will develop a sense of value concerning good relationships among competing businesses when he is able to:

1. A 2.0 Participate in trade associations in order to learn of trends and advanced methods in business operations.

2. A 3.0 Feel that active membership and participation in the activities of trade associations provides excellent opportunities for learning of trends and advanced methods in business operations.

3. A 3.0 Believe that business organizations should cooperate to improve the image of the industry in the minds of teachers, students, legislators and the general public.

XI. Communications in Assigning Work

The D.E. teacher-coordinator will have the ability to formulate a belief that communications in assigning work means a constant striving for clarity when he is able to:

1. C 1.0 Recall the ways to assign duties and delegate authority.
2. C 3.0 Communicate with others in order to motivate them to work willingly.
3. C 4.0 Determine the best method for assigning duties and delegating authority so that everything is completely clear.
4. A 1.0 Realize that even in the most skillfully constructed communications misinterpretations will develop.

XII. Communications Through Business Publications and Trade Journals

The D.E. teacher-coordinator will have the ability to appraise the value in keeping abreast of certain business publications and trade journals when he is able to:

1. A 2.0 Engage in reading trade and business journals and publications to keep abreast of fashion information, product knowledge and business trends.
2. A 3.0 Believe that an intra-store news medium is an excellent way to keep employees informed of changing policies.
3. C 5.0 Assemble data on a particular retailing or distributive topic, using authorities in the field.
4. C 6.0 Evaluate the effective in-store and advertising techniques of competitors to improve the store's promotional effectiveness.

XIII. Communicating Business Image

The D.E. teacher-coordinator will have the ability to evaluate the necessity for making the public aware of the business image when he is able to:

1. C 1.0 Describe the benefits derived from keeping the public aware of business's image.
2. C 5.0 Formulate means of keeping the public aware of a business's image.
3. A 1.0 Realize that first impressions are important to the business and last impressions are longest remembered.

4. A 3.0 Believe that nothing is quite so important or contagious as enthusiasm--for the store, for the merchandise and for customers.

MATHEMATICS

I. Basic Mathematical Skills

The D.E. teacher-coordinator will develop a feeling concerning the need for developing basic mathematical skills when he is able to:

1. C*2.0 Translate percentages with accuracy.
2. C 3.0 Add columns of figures accurately.
3. C 3.0 Multiply and extend figures with accuracy.
4. C 3.0 Use percentages with accuracy.
5. C 3.0 Use mathematical skills up to and including first degree algebraic expressions.

II. In the Selling Process

The D.E. teacher-coordinator will have the ability to relate accuracy in mathematical procedures to an efficient selling process when he is able to:

1. C 4.0 Compute such items as delivery charges, taxes, and discounts when writing out and totaling saleschecks.
2. C 4.0 Determine the price of merchandise being purchased in a lesser quantity than that originally multiple-priced.
3. C 5.0 Calculate accurately the exact amount of a customer's purchase.
4. A 3.0 Feel that accurate change-making is necessary to efficient selling.
5. A 3.0 Feel that the accurate totaling of a customer's purchase prevents inventory shortages and promotes customer confidence.

III. Cash Register and Change-Making

The D.E. teacher-coordinator will have the ability to assess the importance of careful and efficient cash register usage and money handling when he is able to:

1. C 3.0 Correct cash register errors on proper forms.
2. C 3.0 Balance cash drawers against cash register readings.
3. C 3.0 Use a cash register correctly.
4. C 5.0 Prepare cash drawers for check-out registers allowing quantities for change and bills needed for various traffic periods.
5. A 3.0 Feel that careful use of cash register will reduce inventory and money shortages.

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

IV. Markup and Price Lines

The D.E. teacher-coordinator will perceive the role of markup in profitable merchandising when he is able to:

1. C 3.0 Set prices on goods and services that will cover the cost of operation and yield a profit.
2. C 3.0 Figure retail prices for items of merchandise when quoted cost prices.
3. C 4.0 Compute markup percent.
4. C 6.0 Decide into which retail price line an item of merchandise should go when quoted its cost price.
5. A 3.0 Feel that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

V. Open-to-Buy

The D.E. teacher-coordinator will develop the feeling that open-to-buy is a useful guideline for merchandising a department profitably when he is able to:

1. C 4.0 Compute open-to-buy.
2. C 4.0 Analyze an "open-to-buy" to learn of over-bought conditions or money available for buying.
3. A 2.0 Comply with the department or store open-to-buy.

VI Turnover and Stock-to-Sales Ratio

The D.E teacher-coordinator will have the ability to relate turnover and stock-to-sales ratio to profitable merchandising when he is able to:

1. C 4.0 Compute stock-to-sales ratios.
2. C 4.0 Compute turnover.
3. C 5.0 Maintain a store's stocks in close relationship to sales by using stock-to-sales ratios.
4. C 5.0 Visualize the effects of various turnover rates on operating profits.
5. C 6.0 Determine the effect of turnover on operating profits.

VII. Merchandise Buying Plans

The D.E. teacher-coordinator will have the ability to relate the use of exact mathematics to efficient merchandise buying plans when he is able to:

1. C 3.0 Use the mathematical factors necessary in setting up merchandise buying plans.
2. A 3.0 Feel that merchandise buying plans serve as guidelines for profitable operations.

VIII. Invoices - Terms and Dating

The D.E. teacher-coordinator will have the ability to relate certain terms and dating to profitable merchandising when he is able to:

1. C 2.0 Interpret trade and quantity discounts offered by manufacturers.
2. C 4.0 Determine billed costs of merchandise by computing trade and quantity discounts.
3. C 6.0 Determine the most beneficial discounts and dating when buying and writing orders.
4. A 2.0 Appreciate the effect of trade and quantity discount amounts on ultimate retail prices.
5. A 2.0 Accept responsibility in selecting the most beneficial discounts and dating when buying and writing orders.

IX. Stock Control Records

The D.E. teacher-coordinator will have the ability to relate the importance of accurate stock control records to efficient merchandising when he is able to:

1. C 3.0 Maintain mathematically correct stock control records.
2. C 3.0 Post such items as prices, styles, codes, sales, markdowns, and merchandise returns correctly into stock control records.
3. C 3.0 Adjust pricing errors on merchandise price tickets.
4. C 3.0 Record pricing error adjustments into price change records.
5. C 4.0 Summarize information from stock control records.
6. C 4.0 Recognize pricing errors on merchandise price tickets.

X. Retail or Cost Method of Inventory

The D.E. teacher-coordinator will have the ability to appraise the usefulness of retail and/or methods of inventory when he is able to:

1. C 1.0 Define gross margin.
2. C 2.0 Distinguish between gross sales and net sales.
3. C 4.0 Analyze the factors involved in the retail and/or cost method of inventory.
4. C 4.0 Compute the dollar figures or percentages for various factors in the retail and/or cost method of inventory.
5. A 1.0 Be aware that gross margin should cover operating expenses and provide a percentage of profit.

XI. Profit and Loss Statements

The D.E. teacher-coordinator will have the ability to judge the value of profit and loss statements for guidance in improving operating performance when he is able to:

1. C 1.0 Describe a store's operating expenses.

2. C 2.0 Interpret a profit and loss statement for a distributive business.

3. C 2.0 Estimate the break-even point for a department.

4. C 4.0 Analyze the effect of various operating expenses on profitable operation.

5. C 4.0 Analyze the statistics provided in a profit and loss statement.

XII. Mathematical Aids

The D.E. teacher-coordinator will have the ability to determine the usefulness of certain mathematical aids to distributive workers when he is able to:

1. C 2.0 Interpret self computing scales that speed up mathematical procedures such as tax computation charts.

2. C 2.0 Interpret the data in charts and graphs.

3. C 4.0 Analyze pertinent factors from a statistical or written report.

4. A 1.0 Realize the value of self computing scales that speed up mathematical procedures.

HUMAN RELATIONS AREA

I. Working Conditions - Human Relations

The D.E. teacher-coordinator will have the ability to weigh the implications of working conditions on good human relations when he is able to:

1. C[*] 3.0 Correct grievances among employees.
2. C 4.0 Detect grievances among employees.
3. C 5.0 Maintain adequate personnel records.
4. A 3.0 Feel that a supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.
5. A 3.0 Feel strongly that properly kept personnel records can create good employee relations and increase morale.
6. A 2.0 Recognize that periodic reviews of experiences with employees can stimulate needed improvement and create a feeling of well-being in those who are performing satisfactorily.

II. Business Policies - Human Relations

The D.E. teacher-coordinator will develop a strong feeling concerning the relationship of business policies and human relations when he is able to:

1. A 2.0 Accept and practice the planned policies and procedures of management.
2. A 3.0 Feel that the store's personnel policies are established for the benefit of the employee as well as the store.
3. A 3.0 Feel that employees will comply more readily with policies they understand.
4. A 3.0 Feel that personnel understand and comply more readily with policies and procedures which they have helped develop.

III. Morale

The D.E. teacher-coordinator will have the ability to relate good morale to high standards of work performance when he is able to:

1. C 2.0 Identify the factors which appear to affect employee morale.
2. C 4.0 Detect evidences of poor morale such as high personnel turnover, numerous grievances, increased absenteeism and tardiness and restriction of output.

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[*] When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

3. C 5.0 Build morale in employees.
4. A 3.0 Feel that employee morale is a primary responsibility of management.
5. A 3.0 Feel strongly that employee morale is influenced by the supervisor's attitude.
6. C 3.0 Keep the employee apprised of his performance and areas of improvement.

IV. Self-Analysis

A. Relationships with Others

The D.E. teacher-coordinator will have the ability to relate personality factors and adjustment of personalities to human relations when he is able to:

1. C 2.0 Understand one's self.
2. C 3.0 Use helpful (constructive) criticism as a character-building element.
3. C 5.0 Develop personality traits necessary for successful job performance.
4. A 1.0 Be aware that understanding others and one's self is basic to working harmoniously together.
5. A 4.0 Relate the practice of self-analysis to working harmoniously with others.

B. Good Grooming and Good Health

The D.E. teacher-coordinator will have the ability to relate good grooming and good health to productive job performance when he is able to:

1. C 3.0 Dress appropriately for the job.
2. C 5.0 Maintain a well-groomed appearance.
3. C 5.0 Maintain good health for effective job performance.
4. A 3.0 Believe that employee poise, courtesy, attractiveness and competence give the customer a feeling of security.
5. A 3.0 Feel that good personal appearance helps create effective customer impressions.

C. Personality Traits

The D.E. teacher-coordinator will have the ability to incorporate certain personality traits desirable in business when he is able to:

1. C 3.0 Demonstrate initiative and creativity.
2. C 3.0 Generate enthusiasm toward people.
3. C 3.0 Adjust to change.

4. C 4.0 Maintain self-control during trying situations.

5. A 3.0 Believe that a positive attitude is reflected in one's work.

V. Interdependence of Groups

The D.E. teacher-coordinator will develop a belief that human relations involves a balanced interdependence among business associates when he is able to:

1. C 2.0 Recognize the accomplishments of others.

2. C 3.0 Show an interest in others.

3. C 5.0 Maintain harmonious relationships with fellow employees, supervisors and management.

4. A 3.0 Feel that next to job performance, human relations is an employee's greatest responsibility.

5. A 3.0 Believe that the worker's satisfactory job performance includes not only what he does, but also how he influences other people.

VI. Management's Role in Human Relations

The D.E. teacher-coordinator will have the ability to relate effectiveness as a leader in obtaining results through other people when he is able to:

1. C 2.0 Explain instructions clearly to someone selected to do a job.

2. C 4.0 Select the right person to do a job.

3. C 5.0 Formulate beneficial objectives toward which supervisors can encourage employees to work.

4. A 3.0 Believe that a supervisor should set an example of personal work habits and character which employees can emulate.

5. A 3.0 Feel that supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.

6. C 3.0 Seek to place or promote employees to jobs requiring their maximum ability.

VII. Customer Relations

The D.E. teacher-coordinator will have the ability to relate the values of good customer relations to successful business when he is able to:

1. C 2.0 Describe ways to handle difficult customers.

2. C 3.0 Adapt to the personality and needs of customers.

3. C 4.0 Detect the thin line between "friendliness" and "familiarity" which must not be overstepped when serving customers.

4. A 3.0 Believe that it is the feeling of being a valued patron that converts occasional customers into regular guests.

5. A 3.0 Feel that difficult customers must be handled tactfully.

VIII. Results of Effective Human Relations

The D.E. teacher-coordinator will have the ability to relate the values of good customer relations to successful business when he is able to:

1. C 3.0 Apply effective human relations to obtain results through other people.

2. A 1.0 Recognize that good human relations helps increase production by stimulating interest and creativeness in employees.

3. A 2.0 Accept the responsibility of getting results through people by practicing effective human relations.

4. A 3.0 Feel strongly that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.

IX. Public Relations

The D.E. teacher-coordinator will develop a sense of value concerning public relations when he is able to:

1. C 3.0 Avoid misrepresentations of people, products, and policies.

2. C 3.0 Represent the business favorably to customers and outside business associates.

3. A 3.0 Believe that the store's participation in local community events usually creates goodwill toward the store from the public.

4. A 4.0 Relate good human relations within a company to good public relations.

5. A 1.0 Recognize that running an efficient store with good assortments of merchandise at prices customers want to pay is good public relations.

X. Working Environment

The D.E. teacher-coordinator will have the ability to evaluate the importance of a pleasant working environment when he is able to:

1. C 2.0 Indicate the factors which stimulate a pleasant working environment.

2. C 5.0 Develop and maintain a pleasant working environment.

3. C 5.0 Build sound working relationships in "forced" associations.

4. C 5.0 Maintain an objective point of view in problem situations.

5. C 3.0 Use supervisory techniques which avoid creating tension in the employee-employer relationships.

XI. Principles of Motivation

The D.E. teacher-coordinator will have the ability to apply the principles of motivation when he is able to:

1. C 1.0 Define motivation.
2. C 3.0 Motivate others for top performance.
3. A 1.0 Realize that human dignity is closely connected with motivation.
4. A 3.0 Believe that motivation is closely connected with communication.

XII. Employees' Business Contributions

The D.E. teacher-coordinator will develop a sense of value concerning employees' contributions to business when he is able to:

1. C 5.0 Capitalize on the maximum talents and attributes of employees both to their benefit and that of the business's.
2. C 6.0 Evaluate the abilities, interest and performance of employees in relation to possible advancement.
3. A 2.0 Assume responsibility for evaluating the abilities, interest and performance of employees in relation to possible advancement.
4. A 3.0 Believe that employees' ideas often prove beneficial when incorporated into business operations.
5. C 5.0 Stimulate the development of employees by counseling on areas of effort which can be improved.

OPERATIONS AND MANAGEMENT AREA

I. Personal Organization

The D.E. teacher-coordinator will have the ability to appraise the worth of personnel organization when he is able to:

1. C*1.0 Define personnel organization.

2. C 2.0 Explain the purposes of a personnel organization.

3. C 2.0 Identify types of typical personnel organizations used by different size business operations.

4. C 3.0 Follow lines of authority set forth by a personnel organization.

5. A 3.0 Feel that a personnel organization chart, by showing lines of authority, can be an aid in maintaining good morale.

6. C 2.0 Understand the importance of personnel organization in producing profit.

III Store Arrangement

The D.E. teacher-coordinator will have the ability to plan departments and store merchandise arrangements in relation to floor space expense, potential sales and profits when he is able to:

1. C 1.0 Recall the factors which influence store arrangement and layout.

2. C 2.0 Describe why impulse and convenience goods are located on lower floors or near the entrance while staple or shopping goods are located to the back or on upper floors.

3. C 2.0 Indicate the ways to develop department or store merchandise arrangements in relation to floor space expense, potential sales and profits.

4. C 5.0 Perceive the influence of store arrangement on efficient and profitable operation.

5. C 4.0 Recognize operations that have utilized good principles of store merchandise arrangements.

III. Department Layout and Stock Arrangement

The D.E. teacher-cooodinator will have the ability to organize stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permit ease of restocking.

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1. C 1.0 Recall the factors that influence department arrangement.

2. C 5.0 Integrate quantities of items stocked, floor locations, and size of display space in order to maximize net profit.

3. A 3.0 Feel that profit contributions of products should be a determining factor in featuring and allocating prime display space and locations.

4. A 3.0 Feel that consumer buying motivations are helpful in planning department display space allocation.

5. A 4.0 Relate department layout and stock arrangement to increased productivity.

IV. Store Policies

The D.E. teacher-coordinator will have the ability to judge the effect of policies on operations and personnel when he is able to:

1. C 2.0 Interpret store policies and procedures to employees.

2. C 5.0 Propose those store policies that will be most beneficial to the profitable operation of the business and to store personnel.

3. A 3.0 Feel that management, supervisors and employees require a framework of policies and procedures within which to operate.

4. A 3.0 Believe that management should be fair with the formulation of every policy and practice.

V. Personnel Management

A. Evaluating Employees

The D.E. teacher-coordinator will perceive that employee evaluation is necessary for increased job performance when he is able to:

1. C 2.0 Identify evaluative criteria.

2. C 2.0 Describe the use of personnel records in analyzing and supervising employees' work.

3. C 3.0 Evaluate employees according to store policies.

4. C 5.0 Establish standards of performance for various jobs.

5. A 3.0 Feel that standards of performance must be established if employee efficiency is to be evaluated.

B. Scheduling Employees

The D.E. teacher-coordinator will have the ability to relate employee morale and payroll savings to careful employee scheduling when he is able to:

1. C 3.0 Effectively schedule employee working hours, lunch hours, and reliefs.

2. C 5.0 Maintain high employee morale and work performance by carefully scheduling workloads.

C. Work Conditions

The D.E. teacher-coordinator will have the ability to evaluate satisfactory working conditions when he is able to:

1. C 1.0 Describe elements in a working environment that provide a reasonably worry-free atmosphere.
2. C 2.0 Explain factors that help employees develop a sense of pride and worthwhileness in their own work.
3. C 5.0 Create a working atmosphere where an employee can develop a feeling of pride in his company and worthwhileness of his work.
4. A 3.0 Believe that employees should have a part in planning activities which affect their working conditions.
5. A 3.0 Believe that each employee should be made to feel his efforts are really appreciated.

D. Wage Payment

The D.E. teacher-coordinator will have the ability to design wage schedules and job classifications best suited to a business when he is able to:

1. A 3.0 Feel that wage schedules and job classifications are necessary to a progressive business.
2. A 3.0 Feel that adequate wage schedules and job classifications are necessary for adherence to union contracts.
3. A 3.0 Believe that salaries, commissions, bonuses and quotas have a direct influence on customer treatment and interpersonal relations of personnel.
4. A 4.0 Relate careful y study of wage schedules and job classifications to good personnel management.

VI. Employment Function

A. Employment Policies

The D.E. teacher-coordinator will have the ability to evaluate the need for policies regarding employment when he is able to:

1. C 2.0 Understand the qualifications stores set up for recruiting and hiring new employees.
2. C 6.0 Determine when additional or fewer employees are needed to accomplish desired business objectives.
3. A 1.0 Be alert to promotional and transfer possibilities among store personnel in successfuly filling job vacancies.
4. A 2.0 Comply with state and local laws regulating the hiring of minors, the use of women for certain jobs, wages and hours, and health examinations.
5. A 3.0 Feel that a program for recruitment and development of future managerial personnel should be a part of every business.

6. C 5.0 Create qualifications for recruiting and employing new employees.

B. Interviewing Procedures

The D.E. teacher-coordinator will perceive that job applicants should be hired who will best carry out business objectives when he is able to:

1. C 2.0 Explain information to job applicant concerning the business--its operation and policies.
2. C 3.0 Apply the qualifications stores set up for hiring new employees.
3. C 4.0 Analyze information obtained from a job applicant.
4. C 6.0 Select those persons who are physically, mentally and emotionally qualified for employment.

VII. Training

A. Orientation

The D.E. teacher-coordinator will have the ability to relate adequate employee orientation to increased work production when he is able to:

1. C 2.0 Identify ways to efficiently orient new employees.
2. C 3.0 Orient new employees.
3. C 5.0 Create job orientation for new employees that is friendly, skillful and adequate.
4. C 6.0 Determine whether new employees should be retrained, transferred or released.

B. Management Training

The D.E. teacher-coordinator will have the ability to weigh the importance of management training when he is able to:

1. A 2.0 Assume responsibility for training assistant managers.
2. A 3.0 Believe that time spent training assistant managers is worthwhile to the future of the business.
3. A 3.0 Feel that in preparation for management responsibilities trainees must be willing to work and train in various capacities within a store operation.

C. Types of Training

The D.E. teacher-coordinator will have the ability to select the most effective method of training for various situations when he is able to:

1. C 3.0 Conduct effective employee training meetings.
2. C 3.0 Identify various methods of training.

3. C 5.0 Promote group effort and spirit by conducting periodic store or division employee meetings.

4. A 2.0 Assume responsibility for the individual or group training of salespeople.

5. A 3.0 Feel that training courses offered by suppliers and manufacturers are an excellent way to train and update the knowledge and abilities of employees.

D. Management's Responsibility Toward Training

The D.E. teacher-coordinator will develop the belief that efficient workers and a smoothly functioning organization are outcomes of training when he is able to:

1. C 3.0 Provide employees with adequate training.

2. C 4.0 Follow up on the effectiveness of employee training.

3. A 2.0 Accept responsibility for providing job knowledge and incentive through training.

4. A 3.0 Believe that it is management's responsibility for providing job knowledge and incentive through training.

5. A 3.0 Believe that a good supervisor must also be an effective teacher or trainer.

VIII. Store Maintenance

The D.E. teacher-coordinator will develop a feeling that a well-kept store is a primary means of attracting and holding business when he is able to:

1. C 2.0 Explain the functions of store maintenance.

2. C 3.0 Properly handle and care for store equipment and facilities.

3. A 3.0 Feel that proper care of store equipment can help prevent accidents.

IX. Storage

The D.E. teacher-coordinator will have the ability to distinguish among the various kinds of storage when he is able to:

1. C 1.0 Define the term storage.

2. C 2.0 Describe the various kinds of storage.

3. C 2.0 Explain the reasons for storage.

4. C 2.0 Identify the duties of a reserve stock division.

5. C 6.0 Select the kind of storage best suited for a particular kind of merchandise or department.

X. Wrapping and Packing

The D.E. teacher-coordinator will have the ability to relate wrapping and packing to efficient operation and satisfied customers when he is able to:

1. C 2.0 Describe the importance of properly locating wrapping and packing units, selecting special equipment and supplies.
2. C 2.0 Describe the purposes of prepackaging.
3. C 2.0 Explain the methods used to wrap or pack merchandise purchased.
4. C 6.0 Select the best location, equipment, and supplies for wrapping and packing.
5. A 3.0 Feel that personnel must be properly trained for adequate wrapping and packing.

XI. Customer Services and Facilities

The D.E. teacher-coordinator will have the ability to incorporate certain innovations into improving customer services and facilities.

1. C 1.0 Identify the kinds of customer services and facilities stores offer.
2. C 6.0 Determine whether customer services offered are profit-producing.
3. A 3.0 Feel that customer services and facilities build customer goodwill and help increase sales.
4. A 3.0 Feel that customer services and facilities must be analyzed in terms of profit.

XII. Delivery

The D.E. teacher-coordinator will have the ability to weigh the influence of delivery on increased business and customer satisfaction when he is able to:

1. C 1.0 Indicate the types of delivery systems such as independently owned, central delivery, parcel post and express used by stores.
2. C 6.0 Select the type delivery system best suited for a particular retail operation.
3. A 3.0 Feel that efficient delivery service depends on accurate recording of transactions and careful promising of delivery dates.
4. A 3.0 Believe that deliery services help in promoting good public relations for a store.

XIII. Store Location

The D.E. teacher-coordinator will have the ability to weigh the importance of location to the success of a business when he is able to:

1. C 2.0 Identify the factors which influence the area and site location of retail stores.

2. A 1.0 Realize that location of a business influences the merchandise and/or services offered.

XIV. Factors Influencing Business Operations

The D.E. teacher-coordinator will perceive developments and trends which will affect present and future business operations when he is able to:

1. C 2.0 Predict how local and national economic factors may influence a business.

2. C 3.0 Apply state, federal and local laws concerning store operations.

3. C 4.0 Analyze the possible customer reactions to changes in the store's operations.

4. A 3.0 Feel that business hours should be adjusted to meet customer buying habits.

5. A 4.0 Weigh the necessity of certain business risks to improve operations and increase business.

XV. Store Protection

A. Protection of Merchandise, Property and Funds

The D.E. teacher-coordinator will have the ability to incorporate store protection measures when he is able to:

1. C 2.0 Describe policies and procedures for dealing with shoplifting.

2. C 4.0 Detect shoplifting and pilferage.

3. C 5.0 Maintain adequate records of merchandise to control shortages.

4. A 2.0 Accept responsibility for guarding against pilferage in order to protect property and profits.

5. A 2.0 Assume responsibility for cautiously accepting customers' personal checks.

B. Protection Against Accidents and Injury

The D.E. teacher-coordinator will develop a feeling that every business should take precautions against accidents and injuries when he is able to:

1. C 2.0 Explain how to take care of employees' and customers' accidents in a store.

2. C 3.0 Use safety precautions that can eliminate accidents while handling equipment.

3. A 2.0 Accept responsibility for supplying employees information concerning fire and safety regulations and procedures.

4. A 2.0 Accept responsibility for quickly clearing empty cases and cartons from aisles to prevent customer and employee accidents.

XVI. Credit Services

A. Advantages of Credit

The D.E. teacher-coordinator will have the ability to assess the importance of credit when he is able to:

1. C 1.0 Define the term credit.
2. C 2.0 Explain the advantages of credit to a business.
3. C 2.0 Explain the advantages of credit to customers.
4. A 3.0 Value credit as a selling tool.

B. Terms and Conditions

The D.E. teacher-coordinator will have the ability to distinguish among various credit plans, terms and conditions when he is able to:

1. C 1.0 Identify various credit plans available.
2. C 2.0 Explain terms and conditions usually associated with various credit plans.
3. C 2.0 Interpret credit policies to customers when opening accounts.
4. C 6.0 Evaluate credit policies and procedures in order to make changes or adjustments as needed.
5. A 3.0 Feel that salespeople must be supplied with credit information, especially changes in credit policies.

C. Credit Applications

The D.E. teacher-coordinator will perceive the need for the efficient processing of credit applications when he is able to:

1. C 2.0 Outline credit reference information vital to the store and the credit bureau.
2. C 3.0 Help a customer fill in a credit application.
3. C 4.0 Analyze a credit application for acceptance or rejection according to store requirements.

D. Billing Procedures

The D.E. teacher-coordinator will have the ability to describe the functions of billing when he is able to:

1. C 2.0 Describe how to handle and record customer payments of bills.
2. C 2.0 Interpret the store's billing procedures.
3. C 3.0 Send out billing statements according to the store's customer-billing operation.
4. C 2.0 Describe cycle billing.

E. Collection

The D.E. teacher-coordinator wil nave the ability to assess the need for carefully handling credit collections when he is able to:

1. C 2.0 Explain the purposes of collections.
2. C 2.0 Describe the procedures in dealing with slow-payers or noncollectable credit accounts.
3. C 2.0 Interpret a delinquent account to a customer keeping that person's goodwill.
4. C 3.0 Tactfully handle slow-payers or noncollectible credit accounts.
5. C 6.0 Determine when to take legal action with delinquent accounts.

XVII. Expenses and Control

A. Expense Planning

Tee D.E. teacher-coordinator will have the ability to assess the value of careful expense planning when he is able to:

1. C 5.0 Develop a business operating budget within which operations can be realistically controlled.
2. C 5.0 Plan and organize work by means of work force budget.
3. C 6.0 Evaluate the operations of similar businesses in an attempt to increase efficiency in one's own business operation.
4. C 6.0 Compare operating results against the business's planned operating budget.

B. Controlling Expenses

The D.E. teacher-coordinator will have the ability to evaluate the effect of expense control on profitable business operation when he is able to:

1. C 2.0 Explain methods for controlling expenses in order to provide the highest possible profit.
2. C 4.0 Analyze various situations to determine the most efficient way to accomplish a job.
3. A 1.0 Realize that expenses are an influential factor in operating profitably.
4. A 2.0 Assume responsibility for improving problem areas such as inventory shrinkage, high personnel turnover, high variable expenses and low margin.
5. A 3.0 Feel that small savings in some expense areas can mean a substantial gain in profits.

XVIII. Receiving and Marking

A. Shipping

The D.E. teacher-coordinator will have the ability to compare the various modes of transportation used in shipping merchandise from vendor to store when he is able to:

1. C 1.0 Define such terms as shipping, common carrier, vendor, and vendee.
2. C 1.0 Identify the various modes of transportation used in shipping merchandise from vendor to store.
3. C 2.0 Explain the responsibilities of vendors and vendees involved in various types of shipping transactions.
4. C 6.0 Determine the most economical transportation route for merchandise being shipped.
5. C 2.0 Explain the advantages of various modes of shipping merchandise from vendors to stores.

B. Receiving Merchandise

The D.E. teacher-coordinator will develop a feeling that efficiency is essential in receiving merchandise when he is able to:

1. C 1.0 Recall procedures used in processing incoming merchandise.
2. C 2.0 Describe the procedures in following through on non-delivered or lost merchandise.
3. C 2.0 Describe the procedures for filing claims for merchandise damages, shortages and overcharges on carriers or manufacturers.
4. C 2.0 Explain procedures for reporting and handling damaged merchandise.
5. A 1.0 Recognize that damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.
6. A 3.0 Feel that complete records should be kept of all incoming merchandise for store protection.

C. Checking and Marking

The D.E. teacher-coordinator will have the ability to weigh the necessity for an efficient checking and marking system when he is able to:

1. C 2.0 Describe the procedures involved in checking merchandise in against an invoice.
2. C 2.0 Describe how to operate price-marking machines.
3. C 2.0 Explain how to attach price tickets on various types of merchandise.
4. C 2.0 Describe the procedures for handling incorrect amounts of types of merchandise received.
5. C 6.0 Evaluate new developments in receiving, checking and marking methods and facilities in terms of their benefits to the store.

6. C 6.0 Decide what merchandise should be given priority in the checking and marking department.

D. Recordkeeping

The D.E. teacher-coordinator will have the ability to relate an accurate bookkeeping system to efficient receiving and marking when he is able to:

1. C 1.0 Define the terms used in connection with the merchandise receiving and marking process (buyer's order, invoice, apron, price code, blind check, direct check, receiving record, bill of lading, vendor and vendee).

2. C 2.0 Describe the bookkeeping and accounting process which accompanies the receiving and marking system.

E. Transfer of Stock

The D.E. teacher-coordinator will have the ability to summarize the procedures for intra-store transfers of stock when he is able to:

1. C 2.0 Explain how stock is transferred to branch stores or other departments, keeping it in good selling condition.

2. C 2.0 Explain how merchandise is transferred from the receiving dock to the proper selling or stock area.

F. Returns to Vendors

The D.E. teacher-coordinator will have the ability to describe the procedures for making returns of merchandise to vendors when he is able to:

1. C 1.0 Identify the reasons for returns of merchandise to vendors.

2. A 1.0 Realize that merchandise returns to vendors must be correctly recorded in inventory control records to prevent shortages.

PRODUCT AND/OR SERVICE TECHNOLOGY AREA

I. Merchandise Information in the Selling Process

The D.E. teacher-coordinator will have the ability to relate adequate merchandise or service information to efficient selling when he is able to:

1. C*2.0 Interpret product features in terms of benefits to customers.
2. C 2.0 Translate merchandise label information into selling points.
3. C 3.0 Use merchandise information as a tool for opening a sales conversation with a customer.
4. C 3.0 Use size, color, style and price information when selling merchandise.
5. A 3.0 Feel that merchandise information is necessary in order to answer a customer's questions satisfactorily.
6. A 1.0 Realize the importance of adequate merchandise knowledge in telephone selling.

II. Sources of Merchandise Information

A. Merchandise and Labels

The D.E. teacher-coordinator will have the ability to appreciate merchandise handtags, labels, etc., as sources of merchandise information when he is able to:

1. C 2.0 Interpret merchandise information found on the merchandise itself, handtags and labels, leaflets, box covers and price tags.
2. C 3.0 Use stamps, tags, wrappers, etc., attached to merchandise to help a customer buy intelligently.
3. C 3.0 Use the information found in merchandise directions or services guides when assembling a product or servicing goods.
4. A 1.0 Realize that labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.

B. Others

The D.E. teacher-coordinator will have the ability to judge the usefulness of various sources of merchandise information when he is able to:

1. C 3.0 Use trade journals to supplement product, service, merchandise and business trend information.
2. C 5.0 Visualize how merchandise information can be presented while handling and using merchandise.

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

3. A 2.0 Assume responsibility for training and retraining employees with product knowledge.
4. A 3.0 Feel that a familiarity with trade journals will supplement product, merchandise and service information.
5. A 3.0 Feel that customers, competitors, sales representatives, producers, fellow sales employees and supervisors are valuable sources of merchandise information.

III. Merchandise Facts Found in Advertising

A. Merchandise Information from Ads

The D.E. teacher-coordinator will have the ability to evaluate the usefulness of information gained from advertising when he is able to:

1. C 1.0 Identify the uses of advertising information to the salesperson.
2. C 3.0 Use merchandise information gained from an advertisement during a sale.
3. C 4.0 Detect useful merchandise information in advertisements.
4. C 6.0 Select merchandise information from advertisements needed in particular selling situations.

IV. Use of Merchandise

The D.E. teacher-coordinator will have the ability to determine the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs when he is able to:

1. C 2.0 Identify the ways to show that an item of merchandise is suited for the purpose the customer has in mind.
2. C 2.0 Explain customer benefits that accompany merchandise selling features.
3. C 5.0 Incorporate uses of specific merchandise into sales presentations.

V. Relationship of Merchandise and Service Technology to Effective Job Performance

The D.E. teacher-coordinator will have the ability to relate merchandise and service technology to effective job performance when he is able to:

1. C 2.0 Explain the procedures a customer must follow to apply for and obtain a national credit card.
2. C 3.0 Quote accurate delivery dates and charges to customers.
3. C 4.0 Analyze each customer's size requirements since sizes vary according to manufacturers and price lines.
4. C 4.0 Determine the easy to wrap a customer's purchase according to size, shape and weight of the item purchased.

VI. Guarantees and Warranties

The D.E. teacher-coordinator will develop a feeling that merchandise quarantees and warranties are necessary when he is able to:

1. C 1.0 Recall merchandise guarantees and directions that protect both the customer and the store.

2. C 2.0 Interpret merchandise guarantees and directions designed to protect the customer.

3. C 3.0 Use merchandise guarantees and directions when selling.

4. A 1.0 Realize that merchandise quarantees and directions protect both the customer and the store and help increase sales.

VII. New Materials and Trends

The D.E. teacher-coordinator will have the ability to appraise the benefits derived from keeping abreast of product trends and innovations when he is able to:

1. C 1.0 Describe substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.

2. C 1.0 Describe current merchandise fashion trends, product innovations, etc.

3. C 3.0 Suggest to customers newly developed merchandise which can be substituted for formerly used merchandise.

4. C 4.0 Analyze a product in relation to current trends such as fashion or style, innovations and novelty appeal so that a better job of selling can be done.

5. C 5.0 Incorporate current fashion trends, product innovations, etc., into sales presentations.

VIII. Standards, Grades and Labels

The D.E. teacher-coordinator will have the ability to formulate a concept concerning the protective measures behind standards, grades and labels when he is able to:

1. C 1.0 Recognize grades expressed either by letters or words.

2. C 2.0 Interpret governmental, state and local laws regarding standards.

3. C 3.0 Use grades and standards as selling points in answering a customer's questions.

4. C 6.0 Evaluate the effectiveness of protective measures behind standards, grades and labels.

5. A 1.0 Realize that standarization provides a basis for grading and aids customers in buying to suit the needs.

IX. Agencies Protecting the Consumer

The D.E. teacher-coordinator will have the ability to judge the value of agencies protecting the consumer when he is able to:

1. C 1.0 Identify the various agencies that give protection to the customer in his buying.
2. C 1.0 Recall the provisions in the Pure Food, Drug, and Cosmetic Act.
3. C 2.0 Interpret the protective provisions offered by various agencies to customers.
4. C 2.0 Interpret Federal Trade Commission protective measures as they apply to various products.
5. C 6.0 Evaluate the effectiveness of the Pure Food, Drug, and Cosmetic Act in consumer protection.

MERCHANDISING AREA

I. Retail and/or Cost Method of Inventory

The D.E. teacher-coordinator will have the ability to form judgments regarding the use of either retail or cost method of accounting when he is able to:

1. C*2.0 Identify the elements involved in the retail method of accounting.
2. C 2.0 Interpret the cost method or the retail method of inventory.
3. C 4.0 Analyze such elements as retail reductions, cost of goods sold and total merchandise handled involved in the retail method of accounting.
4. A 3.0 Prefer either the cost method or the retail method of accounting.

II. Terms, Dating, Discounts

The D.E. teacher-coordinator will have the ability to compare the benefits of various vendors' terms and discounting policies when he is able to:

1. C 1.0 Recall the usual or typical discounts and terms offered by manufacturers in various markets.
2. C 2.0 Interpret vendors' terms and discounting policies.
3. C 3.0 Use the discounts offered by manufacturers in merchandising a department profitably.
4. A 3.0 Feel that cash discounts received from manufacturers greatly influence policies.

III. Selling Floor Responsibilities

The D.E. teacher-coordinator will develop a strong feeling about a buyer or department manager's selling floor responsibilities when he is able to:

1. C 2.0 Indicate the tasks to be performed regularly by the buyer.
2. A 1.0 Recognize that time spent on the selling floor helps maintain a customer contact necessary for a good merchandising job.
3. A 2.0 Recognize the importance of engaging in selling floor activities to maintain customer contacts necessary for a good merchandising job.
4. A 3.0 Value the role of the buyer or department manager in supervising the selling of merchandise and further developing salespeople.
5. A 4.0 Relate frequent branch store visits to profitable merchandising.

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*When C followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when A followed by a number is used, this designates the level of the affective domain in which this objective is classified.

IV. Model Stock Plans

The D.E. teacher-coordinator will have the ability to incorporate model stock plans into successful merchandising when he is able to:

1. C 1.0 Recall the uses of model stock plans.
2. C 4.0 Interpret various factors in a model stock plan.
3. A 3.0 Feel that the buyer must be kept informed regarding low quantity of staple stocks.
4. A 3.0 Feel that by maintaining regularly scheduled deliveries of basic stocks, the buying responsibility is eased.

V. Seasonal Merchandise Planning

The D.E. teacher-coordinator will have the ability to prepare seasonal merchandise plans when he is able to:

1. C 1.0 Describe the procedures used in preparing merchandise plans by seasons.
2. C 2.0 Interpret current trends such as sales and customer buying habits when preparing seasonal merchandise plans.
3. C 3.0 Employ information regarding economic indicators to forecast expected sales.
4. C 4.0 Analyze seasonal merchandise plans regarding predicted and actual performance.
5. C 4.0 Analyze past sales records when planning future sales and purchases.

VI. Open-to-buy

The D.E. teacher-coordinator will have the ability to incorporate open-to-buy into successful merchandising when he is able to:

1. C 1.0 Define the term open-to-buy.
2. C 2.0 Identify the factors which influence open-to-buy.
3. C 4.0 Discover those factors increasing or decreasing open-to-buy.
4. C 4.0 Compute open-to-buy.

VII. Pricing Merchandise

A. Low Level

The D.E. teacher-coordinator will understand merchandise pricing when he is able to:

1. C 1.0 Outline the factors in addition to the cost price which affect the retail price merchandise.
2. C 1.0 Describe a store's price-line structure and pricing policies.

3. C 1.0 Recall federal and state laws applicable to pricing.

4. C 2.0 Identify the ways prices psychologically affect customers.

B. High Level

The D.E. teacher-coordinator will have the ability to relate the importance of careful merchandise pricing to profitable merchandising when he is able to:

1. C 3.0 Use a store's price-line structure and pricing policies when buying and pricing merchandise.

2. C 4.0 Analyze the effect federal and state laws have on pricing merchandise.

3. C 4.0 Detect the ways prices psychologically affect customers.

4. C 5.0 Visualize the influence of factors, in addition to cost price, which affect the retail price of merchandise.

VIII. Price Changes

The D.E. teacher-coordinator will have the ability to evaluate the necessity for merchandise price changes when he is able to:

1. C 2.0 Interpret the store's procedures for changing retail prices up or down.

2. C 3.0 Take advantage of seasonal price changes in products, pricing items promotionally at the most advantageous times.

3. A 1.0 Be alert to incorrectly priced items since prices change frequently and quickly.

4. A 2.0 Accept the responsibility of checking for spoilage and damage to either dispose of or reduce the price of merchandise.

5. A 3.0 Feel that quickly reducing distressed or damaged merchandise can often prevent lost profits.

IX. Unit Inventory Control

A. Purposes of Unit Inventory Control Records

The D.E. teacher-coordinator will have the ability to assess the need for maintaining unit inventory control records when he is able to:

1. C 5.0 Maintain an accurate record of the supply of merchandise on hand or amount to reorder.

2. A 3.0 Believe that unit inventory control systems must be kept up-to-date if they are to be useful in planning and making purchases.

3. A 3.0 Value a balanced stock as a basis for profitable merchandising.

4. A 2.0 Believe that stock control errors or losses affect company profits.

B. Stock Counts

The D.E. teacher-coordinator will have the ability to determine the necessity for accurate merchandise stock counts when he is able to:

1. C 1.0 Outline the procedures involved in a merchandise count.
2. C 3.0 Take accurate stock counts of merchandise for ordering, inventory, or correcting unit-control books.
3. C 6.0 Incorporate stock counts to assure depth of stock in wanted merchandise.
4. C 2.0 Recognize the importance of engaging in scheduling stock counts to assure depth of stock in wanted merchandise.
5. A 3.0 Believe that stock counts should be taken for inventory-control purposes and for ordering purposes.

C. Uses of Information from Unit Control Systems

The D.E. teacher-coordinator will have the ability to judge the worth of information from unit inventory control systems when he is able to:

1. C 2.0 Describe the uses of information available from unit inventory control systems.
2. C 2.0 Interpret information from unit inventory control system.
3. C 3.0 Predict trends in price lines, colors, styles, sizes, etc., from unit control records.
4. C 4.0 Detect developing trends from unit control records.
5. C 5.0 Incorporate unit inventory control information into buying plans.

D. Sources of Unit Control Information

The D.E. teacher-coordinator will have the ability to maintain unit control records by using information from various sources when he is able to:

1. C 2.0 Recognize the use of ticket stubs, invoices, and other control forms in keeping merchandise classification records.
2. C 3.0 Keeps merchandise classification records by using ticket stubs, invoices and other control forms.
3. C 4.0 Choose the information from ticket stubs, invoices and other control forms needed to keep merchandise classification records.

X. Market Responsibilities

The D.E. teacher-coordinator will have the ability to assess the importance of the buyer's market responsibilities when he is able to:

1. C 2.0 Describe the ways to use a resident buyer or buying office to the best advantage.

2. C 6.0 Decide on styles, quantities, colors, sizes, delivery dates, etc., while working "in the market" which will help fulfill the needs of the predetermined merchandise plan.

3. A 3.0 Believe that a good market reputation is a priceless asset for a buyer.

4. A 3.0 Feel that pre-planning and systematic working while in the market are necessary to make a buying trip advantageous.

XI. Buying for the Customer

The D.E. teacher-coordinator will develop the belief that the customer is the determining factor when buying merchandise for a department or a store when he is able to:

1. C 2.0 Interpret consumer demand as it applies to the merchandise in the selling department.

2. A 3.0 Value customer demand when selecting and buying merchandise.

XII. Promotional Responsibilities

The D.E. teacher-coordinator will have the ability to relate the careful planning of promotional activities to successful merchandising when he is able to:

1. C 4.0 Recognize ways to stimulate sales with timely advertising, markdowns, special sales and sales force incentives.

2. C 5.0 Develop departmental advertising plans for a coming season.

3. C 5.0 Formulate preliminary promotional plans when purchasing merchandise for resale.

4. A 2.0 Accept the responsibility of discovering "hot items" and following up with additional merchandising and promotional activities.

5. A 2.0 Accept that business image helps determine the proportion of promotional activity versus staple merchandise appeal that should be developed.

6. A 3.0 Be devoted to considering packaging possibilities when buying merchandise.

XIII. Complete Stock Assortments

The D.E. teacher-coordinator will have the ability to relate complete stock assortments to increased sales volume when he is able to:

1. C 4.0 Recognize related items which can be bought to help maximize sales of basic stock items.

2. C 4.0 Recognize when reorders should be placed to assure depth of stock in wanted merchandise.

3. A 2.0 Asssue responsibility for maintaining complete assortments of wanted merchandise to stimulate best sales.

XIV. Market and Trend Information

The D.E. teacher-coordinator will have the ability to evaluate the usefulness of market and trend information when he is able to:

1. C 4.0 Detect trends through trade journals, central buying office aids, etc.

2. C 6.0 Determine the influence of trends noted by trade journals, etc., on the local market.

3. A 2.0 Engage in keeping informed of products and lines of merchandise which can be valuably used by the retailer.

4. A 3.0 Feel that manufacturer representatives are a source of market information.

XV. Competitive Market Conditions

The D.E. teacher-coordinator will have the ability to weigh the influence of competitive market conditions on a business when he is able to:

1. C 2.0 Identify competitive conditions in the market area which a store serves.

2. C 4.0 Analyze the effects of certain competitive market conditions on a business.

3. A 3.0 Believe that merchandise must be bought and sold at competitive prices if a store gets its share of the business in its market area.

4. A 4.0 Relate competitive prices to a successful share of a market area.

XVI. Factors Influencing Buying Decisions

The D.E. teacher-coordinator will have the ability to make adequate comparisons of factors influencing buying decisions when he is able to:

1. C 4.0 Choose between various styles, qualities, and prices when buying merchandise for a particular classification.

2. C 6.0 Compare qualities, styles, and prices when buying merchandise for a classification.

3. C 6.0 Compare merchandise costs, transportation rates and discounts when buying merchandise.

4. A 3.0 Believe that salability, comparative market value, competitive elements, stock-on-hand and stock-on-order must be considered before buying merchandise.

ECONOMICS AND MARKETING AREA

I. Definitions

The D.E. teacher-coordinator will demonstrate the ability to define terms unique to marketing and economics when he is able to:

1. C*1.0 Define terms associated with retailing, wholesaling and service fields.
2. C 1.0 Define terms associated with economics.
3. C 1.0 Define terms identified with legal structures of business organizations.

II. Goals

The D.E. teacher-coordinator will formulate a philosophy of the American private enterprise system when he is able to:

1. C 2.0 Explain the goals of the Western economic system.
2. C 2.0 Explain the freedoms insured by the American capitalistic system.
3. C 2.0 Explain the relationships between the ideas of an American democracy and the personal requirements in a mass distribution system.
4. C 4.0 Compare the major economic systems of the World.
5. C 2.0 Explain the responsibilities that business has to society in the American economic system.

III. Economic Resources

The D.E. teacher-coordinator will identify economic resources when he is able to:

1. C 1.0 Recall the economic resources of a country.
2. C 2.0 Explain the role of the entrepreneur in the organization of resources.
3. C 2.0 Explain the influence of research and development on the economy.

IV. The Market

The D.E. teacher-coordinator will value the _Market_ as the focus of the American economy when he is able to:

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*When _C_ followed by a number is used, this designates the level of the cognitive domain in which this objective is classified; when _A_ followed by a number is used, this designates the level of the affective domain in which this objective is classified.

1. C 1.0 Recall the make-up of markets.
2. C 2.0 Explain the effect of market conditions on production and consumption.
3. C 2.0 Explain the multiplier effect of the volume of retail trading on other channels of distribution and on production.
4. C 2.0 Explain the functions of marketing.

V. Influences on Prices

The D.E. teacher-coordinator will formulate a concept concerning prices when he is able to:

1. C 2.0 Explain the relationship of supply and demand.
2. C 2.0 Identify factors that influence demand.
3. C 2.0 Identify factors that influence supply.
4. C 2.0 Identify factors that reduce prices.

VI. The Role of the Individual

The D.E. teacher-coordinator will formulate a concept of the role of the individual in the American economy when he is able to:

1. C 1.0 Recognize the value of free career choices.
2. C 1.0 Recognize the value of the individual worker in American economy.
3. A 3.0 Strongly agree that economic decisions are influenced by the individual's social philosophy and economic convictions.
4. C 1.0 Recognize the importance of saleable skills of individuals in a dynamic economy.

VII. The Role of Government

The D.E. teacher-coordinator will explain the role of government in the American economy when he is able to:

1. C 2.0 Explain the objectives of government regulations in the field of marketing.
2. C 2.0 Identify factors influencing the passage of antitrust laws.

VIII. The Role of Financial Institutions

The D.E. teacher-coordinator will comprehend the role of financial institutions in the economy when he is able to:

1. C 2.0 Explain the regulatory function of the Federal Research System.
2. C 2.0 Explain the influence of financial institutions on purchasing power of individuals or firms.

IX. The Role of Profits

The D.E. teacher-coordinator will value the role of profits when he is able to:

1. C 2.0 Explain the contribution of profits to the growth of a business.
2. C 2.0 Explain the effect of the profit motive on the efficient use of resources.
3. C 2.0 Explain the influence of the profit motive on the way goods are produced.

X. The Role of Competition

The D.E. teacher-coordinator will comprehend the effect of competition in the American private enterprise system when he is able to:

1. C 1.0 Recognize the effect of competition on the search for new ideas.
2. C 2.0 Identify the values of competition.
3. C 2.0 Explain competition as a regulator of economic activities.

XI. Principles of Distribution

The D.E. teacher-coordinator will comprehend some principles of distribution when he is able to:

1. C 2.0 Explain the importance of the one-price principle.
2. A 3.0 Feel strongly that the man who makes the product must be one of its major consumers.
3. C 1.0 Recognize the importance of a free but competitive press.
4. A 3.0 Feel strongly that advertising is one of the strongest forces in the economy.
5. A 3.0 Value fashion as a powerful economic element in the distribution cycle.
6. C 1.0 Recognize the importance of consumer credit to the mass distribution of goods.
7. C 1.0 Recognize the importance of consumer services in the sale of such items as applicances and automobiles.
8. C 2.0 Explain the importance of a rapid and efficient transportation system to mass distribution.

SUMMARY XVII

This chapter has presented educational objectives to develop the technical teaching competencies identified in the first phase of this study.

They were grouped around the following categories: selling, display, advertising, communication, mathematics, human relations, operation and management, product and/or service technology, merchandising and economics and marketing.

A terminal objective with a group of enabling objectives was stated for each topic. If the enabling objectives were accomplished, it was assumed, the terminal objective would be attained.

A code number for either the cognitive or affective domain was indicated for each enabling objective.

CHAPTER XVIII

SUMMARY

The Problem

The purpose of Phase II of the study was to construct educational objectives to develop professional and technical competencies included in the competency pattern for the job of the distributive education teacher-coordinator.

Specifically the objectives were:

1. To construct and evaluate educational objectives to develop professional competencies needed by the distributive education teacher-coordinator.

2. To construct and evaluate educational objectives to develop technical competencies needed by the distributive education teacher-coordinator.

Procedures

A feature of the design of this phase of the study was the use of nationally recognized experts as consultants. Professor Warren Meyer, distributive teacher educator, University of Minnesota, and Dr. Harland Samson, teacher educator, University of Wisconsin, served as a Committee of Consultants to assist in determining the form in which the objectives would be constructed and to evaluate samples of the tentative lists of professional and technical objectives before and after they were presented to other consultants. Dr. Larry Weber, specialist in educational psychology, Virginia Polytechnic Institute, served as a consultant concerning the teaching-learning process and adolescent human growth and development.

The investigators first reviewed the literature and research related to the constructional of educational objectives and to their use in curriculum construction and the teaching-learning process.

After careful consideration of the alternatives with the Committee of Consultants, a decision was made to group the objectives around topics within each of the major categories into which the professional and technical competencies had previously been organized. It was further agreed to state a terminal or ultimate objective with a group of enabling objectives for each topic. It was also agreed that the degree of complexity of each enabling objective would be indicated by a code number for the categories in the cognitive and affective domains even though no effort would be made to evaluate this classification. Since the objectives developed in this phase of the study would provide the basis for further study in a proposed National Distributive Teacher Education Seminar it was felt that the objectives should be stated in rather broad terms.

Based on these decisions, the investigators prepared a tentative list of educational and technical objectives. A selected portion of each set of objectives was sent in the form of a questionnaire to each of four consultants who had previously participated in the evaluation of selected professional competencies and to each of five consultants who had previously evaluated selected technical competencies. The consultants evaluated the list of objectives in terms of appropriateness, clarity and completeness.

The objectives were revised on a basis of the evaluations of the consultants.

Conclusions and Recommendations

Educational objectives may be constructed at varying levels of specificity, depending upon the use to be made of the objectives. Since the objectives constructed in this phase of the research were to serve as a basis for further study and to serve as a guide to distributive teacher educators throughout the nation, they were constructed in rather broad terms. The statement of a terminal objective for each topic provides the teacher educator an indication of an ultimate objective, the attainment of which may not be accomplished without a series of courses and/or experiences. Each enabling objective may become a terminal objective for a lesson. or series of lessons. Additional enabling objectives should be constructed that would include subject matter required to accomplish the objective. Objectives constructed in this phase of the study provide a basis for designing learning experiences, including test items.

Consideration should be given to the following recommendations:

1. Distributive teacher educators should designate the professional objectives to be included in courses of study either presently offered or recommended to be offered. An indication should be made as to the level of instruction (undergraduate--graduate; beginning--advanced).

2. If the objective indicates the application levels, provision should be made for off-campus experiences, if necessary, to accomplish the objective.

3. Each professional objective should be further refined to indicate the specific objectives desired by the individual teacher educator for a particular situation.

4. Distributive teacher educators should communicate with appropriate personnel in other departments at the institution concerning the technical objectives. If it is determined that certain technical objectives may not be accomplished by other departments, the distributive teacher educator should devise a means of accomplishing them through the distributive teacher education curriculum.

5. Further research should be conducted to determine the most effective means of accomplishing the objectives identified in this phase of the study.

PHASE III

NATIONAL
DISSEMINATION AND INTERPRETATION
SEMINAR
IN
DISTRIBUTIVE TEACHER EDUCATION
CURRICULUM DEVELOPMENT

CHAPTER XIX

THE NATIONAL DISSEMINATION AND INTERPRETATION SEMINAR IN DISTRIBUTIVE TEACHER EDUCATION

Introduction

The National Dissemination and Interpretation Seminar in Distributive Teacher Education was held at the Donaldson Brown Continuing Education Center, Virginia Polytechnic Institute, Blacksburg, Virginia, August 25-30, 1968. The Seminar was designed to provide an opportunity for selected distributive teacher educators to become thoroughly familiar with the findings of the first two phases of the research project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education" and to provide instruction in the curriculum process to the end that the research findings might be put to use more effectively.

Need for the Seminar

The ultimate purpose of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," was to provide a basis for developing distributive teacher education programs--both pre-service and in-service. In the first phase of the study a competency pattern for the job of the distributive education teacher-coordinator was constructed. The competency pattern included a philosophy of distributive education, the critical tasks of the distributive education teacher-coordinator, and the professional and technical competencies needed by the teacher-coordinator to perform the agreed-upon tasks. In the second phase of the study educational objectives to develop the professional and technical competencies identified in Phase I were constructed.

A four-volume report of the first phase of the study was distributive to all participants in the study and to all new distributive state supervisory and teacher education personnel. However, one of the difficulties of disseminating research findings is the difficulty of communication by means of the printed word the full meaning of the results of the study. In order that distributive teacher educators might use the results of this research in constructing and re-constructing distributive teacher education curriculums, it was felt that a group of strategic distributive teacher educators should have the opportunity to hear an interpretation of the findings and to have face-to-face discussions concerning their implications.

Objectives

The specific objectives of the Seminar were:

1. to provide participants with an interpretation of the research findings from the first and second phases of the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."

2. to provide instruction concerning the process of curriculum construction.

3. to demonstrate, through individual and group participation, the process of curriculum development.

Procedures

A Planning Committee composed of selected members of the Committee of Consultants who had worked throughout the first and second phases of the research assisted the project staff in selecting applicants for the Seminar and in planning the Seminar program.

A tentative invitation was extended to the head teacher educator in one institution in each state which had a distributive teacher education program. In some states where there was more than one distributive teacher education program the Distributive Education state supervisor was consulted by telephone concerning the choice of the participant from that state. The invitation, together with a brochure, was mailed to the selected participants. (A copy of the invitation and brochure is in the Appendix.)

A memorandum was mailed to each state supervisor to make the supervisors aware of the conditions under which the Seminar was to be held and to let each supervisor know the name of the teacher educator from his state invited to attend. (See Appendix for copy of memorandum of May 16, 1968.)

Program

The program was designed to provide the participants with an interpretation of the findings of the first two phases of the research study, to provide instruction in the curriculum process, to give an opportunity to learn how to use the research findings in curriculum construction, and to suggest possibilities for further research. Dr. Calvin Street, Director of Institutional Research, Memphis State University, gave the keynote speech, "Philosophy--the Foundation of the Competency Pattern." Dr. Street was one of the researchers who originated the Competency Pattern as an approach to the improvement of preparation programs in educational administration.

The writer, as principal investigator for the research project, gave an interpretation of the research findings. She was assisted by Miss Rebecca Hawkins, assistant project director.

Dr. Philip W. Tiemann, Head, Course Development Division, Office of Instructional Resources, University of Illinois at Chicago Circle, served as visiting scholar throughout the week. Dr. Tiemann presented papers on each phase of the curriculum process. Dr. Susan Markle, Head, Programmed Instruction Division, Office of Instructional Resources, University of Illinois at Chicago Circle, and Dr. Tiemann collaborated in the presentation of a film and slide presentation they had developed to portray the curriculum process.

Professor Warren G. Meyer, Distributive Teacher Educator, University of Minnesota; Dr. Harland Samson, Teacher Educator, University of Wisconsin; and Dr. Neal Vivian, Teacher Educator, Ohio State University, presented papers directly related to the implications of the research findings to distributive teacher education.

Miss Mary Marks, Program Officer, Distributive Education and Dr. Mary Lee Hurt, Research Specialist, U.S. Office of Education, served as program consultants. Miss Marks also served as a member of a reactor panel concerning the implications for further research and Dr. Hurt gave some guidelines for organizing a distributive teacher education curriculum.

Participants were assigned to two task force groups: one to consider findings related to professional competencies of the distributive education teacher-coordinator; the other to the findings regarding the technical (subject matter) competencies of the distributive education teacher-coordinator. Consultants who had evaluated competencies in Phase I of the study and educational objectives in Phase II of the study served as consultants to the task force groups.

There were eighteen task force groups assigned to the following areas of concern:

	Professional	Technical
Group 1:	Teaching--Curriculum Development Consultant--Harland Samson	Operation and Management Consultant--James Bikkie
Group 2:	Teaching--Human Growth and Development Consultant--William Runge	Selling Consultant--Richard Almarode
Group 3:	Teaching--Learning Process Consultant--Larry Weber	Advertising Consultant--Raymond Dannenberg
Group 4:	Teaching--Methods Consultant--James Bikkie	Merchandising Consultant--Harland Samson
Group 5:	Guidance Consultant--Warren Meyer	Display Consultant--Adrian Trimpe
Group 6:	Coordination Consultant--Raymond Dannenberg	Human Relations Consultant--Rebecca Hawkins
Group 7:	Public Relations Consultant--Rebecca Hawkins	Product or Service Technology Consultant--William Logan
Group 8:	Administration Consultant--William Logan	Communications Consultant--William Runge
Group 9:	Administration of Adult Education Principles of Vocational Education Consultant--Adrian Trimpe	Economics and Marketing Consultant--William Runge

Each task force group was provided a section of the educational objectives that had been constructed in Phase II of the study. Members of the task force groups used the objectives as a basis for selecting subject matter, designing learning experiences and constructing evaluative items concerning a particular topic. Since the emphasis in the task force groups was on the process rather than on the product, participants were instructed to provide illustrations of the various steps in the curriculum process rather than to develop a comprehensive report.

Summary

The National Dissemination and Interpretation Seminar was conducted for a select group of distributive teacher educators in order to interpret the findings of the first two phases of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education" and to provide instruction and practice concerning the use of these findings in developing distributive teacher education curriculums. The Seminar program featured nationally recognized experts in curriculum construction and provided an opportunity for the participants to work with the research findings in practice sessions under the leadership of consultants.

Papers given during the Seminar, in the order of their presentation, are included in Chapter XX. No paper is included for the topic, "Pertinent Findings of the Research Study, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education." The interpretation of the findings was based on the four-volume report of Phase I of the study and on mimeographed copies of professional and technical objectives provided the participants at the Seminar. These objectives are included in pages 1195-1266 of this report.

CHAPTER XX

SEMINAR PAPERS

Included in this chapter are the papers presented at the National Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development.

The papers focus on the curriculum process and include a treatment of the following topics:

Philosophy as the Foundation of the Competency Pattern

Deriving Behavioral Objectives

Evaluation in Terms of Behavioral Objectives

Evaluation in Terms of Performance

Attitudes: Objectives and Evaluation

Designing Learning Experiences: The Media Selection Problem

Learning Experiences in Distributive Teacher Education

Innovation and the Spectre of High Cost for Short-Term Gain

The Development of a Suggested Matrix for Distributive Education Research

The reader will note that the papers provide a philosophical framework in which to consider the research findings; instruction concerning educational objectives, learning experiences and evaluation devices; and suggestions for further research based on this research study. The authors reflect the points of view of nationally recognized experts in educational administration research, curriculum development, distributive teacher education and distributive education research design. Their papers made a significant contribution not only to the Seminar but to educational literature concerning the curriculum process.

PHILOSOPHY AS THE FOUNDATION OF THE COMPETENCY PATTERN

Calvin Street, Director
Institutional Research
Memphis State University

In attempting to deal with broad topics such as this -- "Philosophy as the Foundation of the Competency Pattern" -- we always have to draw up some boundaries and limits. Otherwise, we find ourselves in the position of covering the world in general and very little in particular.

Thus, in looking at philosophy as it relates to the competency pattern, and I might add, as the competency pattern relates to philosophy, the matter seems to fall rather neatly into two major areas of consideration--each of which are philosophical in nature and, in a very real sense, foundational to the understanding and use of the competency pattern.

(1) The first of these two major philosophical considerations is the philosophy of the pattern idea itself. This, of course, is an attempt to answer such questions as, "Why are we concerned with patterns in the first place?" "Why do we think that the competency pattern is an example of a good and productive pattern?"

(2) Secondly, it turns out, interestingly enough, that as we get into the business of constructing a model pattern, which is representative of competent human behavior, we find that philosophy and theory are dynamic elements within such a pattern.

So you see we are concerned with the philosophy of the pattern and the philosophy in the pattern. First, I would like to describe some of the theory and philosophy of the pattern.

What is Competent Behavior?

Man's concern with competence, his own as well as that of others, is by no means a new concern. It has always been, and I may hazard the guess, that it always will be, an important factor in any future society that may develop. Our present day preoccupation with schools and education is, simply stated, a concern for competence in ourselves, our children, and, in a very real sense, all the people of the world.

Man's first attempt at describing the ideals of competent behavior took the form of statements of important principles. The Decalog is probably the prime example of this. We in education have from time to time had a go at the game too. I am sure you all recall the seven cardinal objectives of education, enunciated about the time of World War I.

Vocational competence was one of these--and I will agree that it is an important and necessary one. However, taken at face value, it says that if a person wants to try a career as a counterfeiter, we are obligated as educators to help him become vocationally competent. Perhaps the curriculum should contain courses entitled, Counterfeiting I, Advanced Counterfeiting, Art As It Applies to Large Bills, Green Ink In Photo Engraving, etc.

At this point, I hope that you are thinking, "Well that's silly; everyone understands that "Vocational Competence" means being competent in moral, ethical, and socially motivated ways." And, you are exactly right. These things are "understood." But sometimes the understandings get buried so deeply under the mass of how-to-do-it items that they lose their effectiveness. The competency pattern is aimed at preventing this burial of "understanding." It aims at seeing that every what-do-you-do item confronts a series of why-do-you-do-it-in-the-first-place? questions before a how-do-you-do-it is approved for the curriculum. The competency pattern, just as the name implies, attempts to do this through the formation of patterns of behavior.

Patterns Imply a Use of Philosophy

As many of you know, the competency pattern came about in response to a problem which was causing considerable concern in our efforts to establish a curriculum for the preparaation of educational administrators--principals, superintendents, supervisors, etc.

In this work it was assumed that if there was something we wanted to produce, in this case a competent educational administrator, we ought to be able to identify one if we saw him. Since this implies that such a person would be significantly different from other people, we therefore ought to be able to describe him to others.

At first, this seems easy; we start with general traits--he is honest, he is trustworthy, he is loyal, he is patriotic, etc.

Soon we get into the specific traits of the profession--he works with his school board, he provides educational leadership for the community, he maintains discipline in his school, etc.

At about this point the problem strikes us. Listing these traits is like being for mother and country and being against sin. Of course everyone agrees on the traits but they do not actually tell us very much. Until the trait is taken within a larger context it remains a big, good-sounding abstraction, but throws very little on the problem.

So, if we are serious about our search, we stop listing traits and start to look at the context within which the traits will have their meaning. But contexts can give a lot of trouble too. I think it was Andy Griffith who created some very successful monologues using this very same problem. Remember his story, "What it was, was Basketball," where the person who knows nothing about the game happened to wander into a big "barn" where strangely dressed young men were engaged in some odd antics. I think that story amply illustrates the fact that simply describing an action situation does not tell us much about what is going on unless we know the thinking--the theory and philosophy if you will--that is behind the siutation.

Basic Reference Points Make the Difference

We realize that what is needed are some basic reference points--some basic assumptions from which we can take our departure. These same assumptions will also serve to orient us if we get lost.

These basic assumptions--which are to form the foundation of our pattern of competent behavior--will be concerned with the nature of man and the universe in which he lives.

I want to say parenthetically here that the choice of the phrase "foundation of the pattern," is probably a poor selection of words. "Foundation" somehow brings to mind a mass of rock or concrete that is buried beneath a towering superstructure. The foundation doesn't really do anything. It is a necessary evil that is first constructed and then it just quietly lies there, forever more.

In the competency pattern this is certainly not the intent when we say "foundation." The foundational ideas are working ideas. They must be dynamic and articulate, otherwise the pattern becomes just a "grocery list" of good things, and not a well-planned dinner.

As was said, the basic ideas of the pattern are concerned with the nature of man and the universe in which he lives. What is the nature of man himself? What is the nature of the good society? How does man learn and what is the nature of a good educational system? A thorough review of these kinds of things will give us a firm theoretical background against which we can project our competency pattern.

What is a Pattern of Behavior?

For the past several hundred years we have been coming to recognize that patterns are some of the best ways we have yet invented of describing behavior. Science is a patterned activity. That is, there are things to be put together in certain ways and to be evaluated with certain methods and by certain specific criteria. Scientific answers are to be gained through certain procedures and in certain ways--patterns if you will.

This use of patterns has been made necessary by several modern realizations. One of these is that we can take modern experience, whether it be in social, psychological, or physical areas, and we can analyze this experience into small bits and pieces. We can examine each minute element--a thorough-going analysis, as it were. Then we can, after we understand something of the nature of the bits and pieces, put them back together into a larger whole to achieve some desired purpose. Of course, it is soon realized that you cannot just take the bits and pieces and throw them into a sack and shake them up and expect that they will automatically achieve the desired results. They have to be put together according to some plan which is based on a purpose--a blueprint for a purpose that is desired. Then of course there is a possibility that in time the purpose will change and there must be included something which will give us an evaluation of the purpose. Was it valid to start with, has it been achieved, is it now valid or should it be modified?

The more productive of these modern patterns seem to be the ones that have self-evaluation and self-correcting features built into them. This of course does not mean that the pattern automatically corrects its own purposes. That really would be the millennium! Instead, it means that the pattern has features which cause us to think about the purposes from time to time and to be concerned with making changes whenever the old purposes are no longer valid.

Science has this kind of self-correcting feature in that the achievements of science are recognized as not being the final word, but they may have to be corrected in the future to accommodate some new fact that is not presently known. Since this is widely recognized, when new facts do come to light there is no scientific panic and the whole structure does not fall down. We simply modify appropriately and continue with the endeavor. This has not been true with some of the systems in the past where when an error or an unaccounted fact was discovered the entire system had to be scrapped and we had to start over again.

What I am attempting to point out here is that the competency pattern (and since you have been working with it for some time I am sure that you recognize this), is an effort to incorporate some of these things that we have known for a long time, into the modern notion of a pattern with the hope of giving it a little more continuity and articulation. And I might point out here that we should recognize that the idea of analysis is not at all a new one with industrial and vocational education people. It goes back to almost the beginning of the move for analysis and I think we should all take pride that we were some of the first to get involved in this endeavor and to see the importance of job analysis as an educational curriculum tool.

Philosophy in the Competency Pattern

The preceding remarks have been aimed at showing the rationale of the competency pattern. That it is a pattern in the important sense of the word, that it is a device for analyzing the minute elements that go to make up this thing we call competence, that it does have a self-correcting feature which will involve the philosophy that is the foundation of the pattern.

Now at this point I wish that it were possible for me, or someone, to lay out the complete philosophical basis of the competency pattern and then we could leave it be and proceed with the actual construction and use of patterns. Unfortunately, and I use the word "unfortunately" with tongue in cheek because I really feel that if we ever gained the last word in philosophical meaning, the world from that time forward would be a pretty dull place in which to live and the human population would probably soon resemble that of an anthill--all actions governed by instinct and habit with no place for novelty and problem-solving and thinking.

But, in any case, I think that you recognize that we cannot immediately lay out a philosoohical foundation which would command the allegiance of everyone. I think it is also obvious that the competency pattern techniques do not have any built-in moral features. We can analyze the activities of a bank robber if we wish and we could probably turn out a pretty good bank robber if we really put our minds to it.

We have been attempting to demonstrate that basic philosophical ideas are necessary to the competency pattern and now I believe it is time to list some of these ideas and point out the choices that we have. Of course, we can choose to ignore the whole idea of philosophy but if we take that choice we forfeit the right to be self-directing persons. Those who do deal in philosophical ideas will surely choose for us.

As has been suggested, basic philosophical ideas have to start with some assumptions concerning the nature of things. I suppose about as basic as one can get is to consider the nature of this universe in which we live. Over the centuries three major concepts have been advanced concerning this matter:

(1) The universe as we know it is but a faulty representation of a perfect universe that exists in the mind. Trees are but imperfect specimens of the perfect idea of a tree. John Jones, D.E. student, is as yet imperfect but he is striving to become a representation of the perfect idea of a student. You will probably recognize this point of view as being an approximation of Plato's thoughts concerning the nature of the universe. The mind is the thing; it must rise above the sorry old physical world in which we live.

(2) The universe as we know it is the "real" universe. There is no such thing as a perfect non-material world of ideas. This real universe is an amazing machine and it runs according to certain physical laws. The law of gravity, the laws of mathematics, the laws of electricity and electro-magnetic waves. This is the real, honest to goodness, universe. You discover these laws by using rigorous scientific procedures.

(3) The universe is a contingent, and, as far as we have been able to discover thus far, a purposeless universe. Man's mind, or at least his present mode of thinking, does not seem to be fitted to deal with such things as the ultimate nature of the universe; for that matter the ultimate nature of anything else. We are, however, able to deal rather effectively with operational ideas--if you do certain things, set a describable chain of events in motion--then certain predictable results will be forthcoming. This is what we mean by science, and this is what research is all about. The scientific process is aided by conceptions and theories of how things work and is tested through the use of hypotheses. An hypothesis is simply a guess that if we do thus and so, such and such a result will be forthcoming. Science can do these kinds of things very well.

Here I want to point out that there is a generally accepted criterion which says in effect we ought to be consistent in our thinking and our actions. This means that one cannot use whichever of the above assumptions seems convenient at the time without laying himself open to the charge of inconsistency.

Now let us consider another of the important "basic natures" of things. This time we shall look at man himself. And, again we have three basic, but different, conceptions of man, from which to choose.

(1) Man is basically a mind away from home. Since man can deal in ideas, and apparently he is the only creature that can, it is obvious that his mind is from the universe of perfect ideas. Therefore, the mind is the important thing, this imperfect and temporal world will soon pass anyway.

(2) Man is a wonderfully constructed machine; the mind is a sort of combination computer and telephone system. Over millions of centuries man has evolved according to the universal laws of nature. (Note how this agrees with the "real Universe of Laws" above.)

(3) Man has evolved, but he seems to be considerably more than just a finely constructed machine. For one thing man has a self awareness to a far greater degree than any other creature. He is and he knows that he is. Another, he has developed a rational capacity, which, true, he doesn't use very much, but which, so far as we can tell is unique within the universe. It seems likely that, within the total universe, man may be the only creature that can consciously form purposes and then intelligently pursue those purposes. At least in so far as it presently makes any difference to us, he is the only creature that can do so. Man is a pretty special kind of creature, have no doubt of it. Now let us get back to the pattern for a minute. I am sure that you noted that each of the basic concepts of the nature of the universe had a corresponding nature of man. Or, if you wish to look at the other side of the coin, each of the ideas concerning the nature of man implies a compatible idea of the basic nature of the universe.

To return to the nature of things, what is the nature of the "good" society?

(1) It provides only enough of the necessities to keep body and soul together because physical things are not important. Of more importance, it provides opportunity for the mind to consult the books which have been written by the great minds of the past, and it provides plenty of solitude so that the mind can be free from distractions and can think, and perhaps create new great ideas.

(2) The good society discovers the correct habits of mental and physical health and inculcates these into each individual so that there are no variations and everyone lives in a healthy and uneventful long life.

(3) The good society provides opportunities for each individual to establish purposes and goals and sets up cooperative arrangements to that each is largely free to be creative in seeking to achieve his goals. It is expected that many of these goals will be cooperative ones.

What is the Nature of a "good" D.E. Program?

(1) From one somewhat popular viewpoint, D.E. programs are not of much importance, at least when considered from an intellectual viewpoint, and thus are worthy of consideration only as a second class educational activity. "First class" education deals with the great books, and the great ideas of man. Distributive education, if it is worthy of the name "education" at all, is really just a kind of training and gives us something to do with the learners who cannot handle the great books.

You know as well as I do that this charge has been leveled at all kinds of vocational education, and I mention it here not to make you angry but rather to demonstrate that these things have their roots in philosophical assumptions and theories. This one is a direct offshoot from Plato's universe of pure ideas. When you hear a person express this viewpoint you can immediately anticipate what he will say about a lot of other things too.

(2) There is existing in the universe a definite structure of laws of proper education, and distributive education is an integral part of this structure. It behooves us, therefore, to find out what these structures are because we cannot have a workable program if parts of it are contrary to the natural laws of the universe. We find these natural laws through statistical evidence concerning what people believe, the manner in which most programs are operated, concensus on the items that are included in various curriculums. As we discover these things we can feel assurance of being right as we mold our students to fit these kinds of behavior. As we develop these things there will emerge a "standard" and "ideal" form of distributive behavior. In the future there will be little deviation from this ideal, and our only task will be to achieve minor refinements needed to bring our ideal concept to perfection.

(3) Man by his very puny and contingent nature requires many goods and services. Taken alone as an individual with a relatively short lifespan, man would be pretty much at the mercy of the whims of nature if he had not learned cooperation--joint effort. He owes his very survival, from infancy on, to the protection and assistance of others.

Man has learned to preserve his individual learnings and to pass them on to others. This is why communication is so important. He has learned to develop specialization so that one individual can have a high degree of skill in one narrow area. Others will care for his needs outside that area. This pattern of specialization and cooperation has made it possible to harness the forces of nature and to provide us with consideraale security and freedom. As the cooperative community became larger, distribution became a problem and began to require its own specialists. And this brings us back to the topic at hand--distributive education, and more specifically, the distributive education teacher.

The Choice is Yours

The choice is yours, or I should say, ours, because everyone chooses. As was pointed out, to choose not to choose is a choice just the same. Further, choices made concerning basic things are, as might be expected, much more critical than, for example, choosing between coffee or tea with your dinner.

As I see it, distributive education, and in fact each of the vocationally-oriented fields, is rapidly approaching an awesome and crucial time of decision. This decision concerns morals.

Let me explain briefly why I believe this is so:

(1) Our institutions which have been traditionally concerned with moral behavior, the churches and allied activities, have either lost touch, or have given up dealing with the problem. Notice that I define moral behavior as "what you do to your fellow man" and not as some dogma you "believe."

(2) Vocational education has been guilty of an over-emphasis on producing a "saleable" product. To put it baldly, we have been concerned with producing skilled machines, not educated people. We have left moral concerns up to the employer, society, or some other vague entity. Please your employer and keep your job at all costs, has been our motto.

(3) These things have been gradually breeding the morality out of our people and our society. I believe this sense of morality is still existent but that it gets duller day by day.

The motion picture operator who shows the lewd film has a feeling that this is wrong, but what can he do about it? The display man who puts up the lurid posters has a feeling that this is wrong, but what can he do about it? After all, these sell tickets and management makes a profit and the weekly paycheck is forthcoming. Maybe the sense of guilt is misplaced. These examples can be multiplied ten thousand times and I submit that this has seriously blunted our sense of morality.

As I look about I get the distinct idea that vocational education is the best, and perhaps the only place, to do something about the situation. Here is one good place for the young man or woman to learn that being a responsible human being is the first order of business. Being competent to earn a living is important, but it is not the most important.

Each person must be made to understand that he is a unique and special member of the human race. As such he has certain rights and privileges, but the responsibilities of being a real human person are far greater than any privileges--and the rewards are greater.

If we can tie up whole industries over the matter of a few cents an hour pay, why can we not exert this kind of power in moral issues? I believe we can, and the place to start is in the education of our vocational personnel in the philosophy which, whether recognized or not, guides our everyday existence.

DERIVING BEHAVIORAL OBJECTIVES

To Be Cited Only Upon
Author's Permission

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Being asked to talk about behavioral objectives in one hour is like being asked to talk about Distributive Education in the same period of time. Behavioral objectives could be discussed in just as much detail and at just as great a length as most of you could discuss DE. In fact, initial concern with the issue of behavioral objectives began shortly before DE was first supported by federal funds in 1938. In 1934, Tyler began to direct attention to a new set of ideas for the evaluation of curriculum and instruction.

The use of behavioral objectives has been viewed with indignation by some people. Generally, these individuals have held the same view of DE. DE and "BO's," as they've been referred to by one critic (Oettinger, 1968), both share the same time frame and the same form of abuse from others. In view of this, I hope those of you--to whom the issues are foreign and who may be tempted to say, "What are behavioral objectives?"--may feel a little empathy when remembering the many times you've been asked the same question about DE.

Let me state a few of my basic assumptions and biases in order to get into the subject for this afternoon as swiftly as possible. First, teaching is the process of expediting learning. Let me repeat--because that's an important statement--teaching is the process of expediting learning.

Most of the important things many of us learn in life are acquired without the benefit of formal teaching. For example, some of us learn to be on time for work, for appointments, for meals at home, for all manner of committee meetings, and so forth. Such behaviors are all manifestations of a value we identify as punctuality. Punctuality, like most other values in our complex society, we learn largely without benefit of formal teaching, to the extent that we learn to be punctual at all. The process of learning such skills is one example of learning which can, and often does, take place without any assist by teaching per se.

When we constitute a formal teaching institution--an educational system--within our society, we must assume a commitment to teach, to expedite the learning of students who would most likely learn the same things without formal teaching. It would just take a little longer.

So in the formal educational system, we must make instruction efficient, that is, it must proceed at a reasonable rate which does not demand an inordinate investment of student or staff effort. Also our instruction must be effective, that is, it must cause the students to attain the goals of instruction.

The effect of instruction must be judged in terms of a criterion--a point of reference. It is the educator's responsibility to set forth the criteria against which to measure instructional effect. The educator thus decides what effect a quality program of instruction is to have upon students in terms of what the students will be able to do upon satisfactory completion of the curriculum.

The effect of the curriculum is tested by observing the resulting student performance on a criterion-referenced test. To make such an evaluation, we need a listing of the criterion behaviors expected of students on the series of performance tests. The more complete this inventory listing, the more complete our evaluation of effectiveness will be.

Here it is helpful if we are somewhat specific. We indicate under what conditions the students will be asked or expected to perform the criterion behavior, and how proficient this performance should be. These specifications are a necessary part of a behavioral objective.

Consider the problem of specifying performance standards as faced by the industrial training director and, in contrast, by the educator. Setting performance standards in industry is relatively simple. The job is close at hand. And revising both performance standards and training based upon these standards is a closed-loop evaluation process. We can record the level of performance attained by a trainee. Then we can follow up by evaluating his actual work performance. If the trainee meets training standards but his subsequent performance does not come up to acceptable criteria, the training standards can be upgraded and the training based upon these standards can be revised.

In education, however, the problem is more complex. The first grade teacher would find it difficult to determine her effect upon Johnnie's good citizenship behavior even if she did have a precise inventory of Johnnie's skills when he left her class twenty years before. Assuming a child graduates from high school, the typical teacher would have to work with an evaluation loop requiring an average of six years to close.

The difference in time required to complete the evaluation loop in education as opposed to industry leads to an important practical distinction. I like to express this distinction as a matter of probability. The short evaluation loop in industry permits high probability decisions. For instance, if my industrial trainee can perform at an acceptable level of proficiency at the end of my course, then I have confidence that he will be able to perform on-the-job.

In education, however, we face a much lower probability. There doesn't seem to be any way to avoid the low probability dilemma in view of the length of the evaluation loop. But the dilemma does not give me license to plan and execute a curriculum without any goals in mind. It merely means that I must deal in probabilities. If my student is able to perform at a given level of proficiency with respect to specific objectives at the end of my course, I have some degree of confidence--some level of probability--that he will continue to learn and, eventually, will perform effectively in the real world.

The lower probability characteristics of educational objectives means that we usually are dealing with what I call intermediate objectives. While we might set forth terminal objectives for terminal courses, the balance of our courses require intermediate objectives. They are derived by stating an assumed probability relationship. If my student can demonstrate these skills and attitudes at the end of my course, I have belief at some level of probability that the student will continue to learn in subsequent courses.

We seldom have terminal objectives for our courses in the industrial sense. We face the complex problem of relating what the student must accomplish in each course, the intermediate objectives, to what remains for the student to accomplish --and to what the student has been able to accomplish in the past. I believe the distinction between the industrial and educational implications of the so-called "terminal" objective has been misunderstood by many critics of the behavioral objective. I hope you will consider the phrase "terminal objective," as used in the materials we will work with this week, in the educational context.

It is unfortunate that the behavioral objective has been subjected to a rather narrow interpretation--no doubt fostered by the narrowness reflected in early efforts making use of behavioral objectives. It is not surprising that our critics (see, for example, Stake, 1967) believe that specific objectives are associated with subject matter content and not with another class of behavior referred to as interdisciplinary objectives--certain skills and attitudes that cut across subject matter boundaries.

We really don't need to divide behavior--or objectives--into such classes as content, attitude, and so forth. Such divisions may be made for convenience if we remember that we must ultimately observe a student in order to evaluate instructional quality.

In fact, arbitrary division of behavior into small classes may obscure our educational goals. For example, some educators think of "inquiry" as a category of teaching, that is, some refer to the "inquiry" method. But it is important to recognize inquiry as a type of behavior we wish the student to demonstrate to a certain degree of excellence, usually defined in terms of the absence of structured assistance when being demonstrated as a terminal skill. As such, inquiring behavior is an objective of instruction and the attainment of inquiry may be evaluated by observing students and making judgments in terms of specific criteria.

Let me comment briefly on another issue raised by the critics of behavioral objectives. In effect, some critics feel the use of behavioral objectives will lead to rigid instruction. Once set forth, the objectives will become set--like concrete--and never change. I don't want to belittle their concern because the issue is an important one. But any process can become rigid. Our thinking can become rigid when we are insensitive to issues or data that should cause us to change our minds. It is just as important to keep our instructional goals open to needed change as it is to keep an open mind. But behavioral objectives *per se* do not close off avenues to change--no matter how early in the planning process we try to be specific about our objectives.

It is *not* wrong to insist upon objectives expressed in terms of observable student behavior, at least to the extent that the educator is able to specify such objectives in an initial attempt. Typically, experience in attempting to cause students to attain such objectives enables an instructor to revise, to upgrade, the specificity of such objectives.

And the method for obtaining specific statement of objectives is deceptively simple. One must ask, in reference to a general statement of intent, "What student behavior will I accept as evidence of attainment? Under what conditions will the student be required to demonstrate this behavior? What standards will I apply?".

Now let me emphasize an important issue. The search for answers to these questions forces one into a problem-solving situation. The delightful humor, which Mager (1968) combines with clear thinking, provides us with this poem:

> There once was a teacher
> Whose principal feature
> Was hidden in quite an odd way.
>   Students by millions
>   Or possibly zillions
>   Surrounded him all of the day.
>
> When finally seen
> By his scholarly dean
> And asked how he managed the deed,
>   He lifted three fingers
>   And said, "All you swingers
>   Need only to follow my lead.
>
> To rise from a zero
> To Big Campus Hero
> To answer these questions you'll strive:
>   Where am I going,
>   How shall I get there, and
>   How will I know I've arrived?"

With respect to the problem we have to solve--deriving behavioral objectives--Mager's three questions can be translated something like this: What am I to do? How shall I do it? How will I know I've done it?

What am I to do? Well, it's one thing to be advised of the three essential attributes of useful behavioral objectives: the behavior, the conditions, and the standards. It is relatively easy to commit these to memory. And there's no shortage of well-intentioned people who constantly admonish us to prepare objectives incorporating these three attributes. But merely memorizing the three attributes of a behaviorally-stated objective does not solve the problem. It only gives us a fix on what we're trying to do.

There are instructions available to assist us in answering another question, "How will I know I've arrived?" Stated another way, "How will I know I've written an objective which possesses the three essential attributes I have committed to memory?" An answer is at hand when we learn to recognize behavior, conditions, and standards when these are stated in an appropriate fashion. Instruction enabling us to acquire such recognition skills is available in a wide variety. This is as it should be, for the skill of recognizing appropriately stated objectives seems to be quite specific to one's own area of specialty. Instruction in the recognition skill has been prepared for industrial trainers (for instance, Mager, 1962), for military personnel (for instance, Tracey et.al., 1966), and for educators (for instance, Gagne, 1965).

The stickey wicket which remains is the search for an answer to the question, "How shall I do it?" The method I suggested a moment ago was cast as another question--a deceptively simple one--but so crucial that I would like to repeat it. One must ask, with reference to a general statement of instructional intent, "What student behavior will I accept as evidence of attainment--what conditions will I impose--and what standards of excellence will I require?"

Let me emphasize the starting point. The process which gets us to where we want to go begins with a general statement of instructional intent, with a general objective. It is an analysis process. We must analyze just what it is that we will require the student to "know" or "understand." Since we want an answer in behavioral terms, we must analyze just what it is the student must be able to do in order to show us that he "knows" or "understands." Again, let me emphasize the starting point--a general statement of our objective. The moment we lose sight of our general objective, we will become irretrievably lost on our way to wherever it is we are going. With this in mind, let's take a long look at an important kind of student behavior.

Editor's Note--At this point Dr. Tiemann and Dr. Susan M. Markle showed a 16mm color film entitled, "Programing is a Process: An Introduction to Instructional Technology." For this film Dr. Tiemann and Dr. Markle were the recipients of the 1967-68 Outstanding Instructional Product Award from the National Society for Programmed Instruction. The film was developed to describe a process of instructional development that begins with derivation of objectives from analysis and continues through curriculum revision by making careful, deliberate use of the objectives. The film stressed the description of student learning in observable terms and the measurement of instructional effectiveness based on specific objectives. The film is available through the Office of Instructional Resources, University of Illinois at Chicago Circle, Chicago, Illinois.

Following a discussion of the post-test included in the film presentation, Dr. Tiemann and Dr. Markle discussed means of deriving instructional objectives through a slide presentation. The slides effectively demonstrated the need for analysis in conceptual learning.

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EVALUATION IN TERMS OF BEHAVIORAL OBJECTIVES

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There has been criticism of the model presented in our film, Programing is a Process (Markle & Tiemann, 1967), by quite reasonable, intelligent educators such as Atkin (1963) and Travers (1968) who view the model as inappropriate for the design of instruction. The process we described has been referred to as the "industrial production" model and criticized for its dependence upon specified "terminal behavior" of the student. As such, the model supposedly results in a view of the student as just so much raw material--much like a lump of pliable clay--to be molded to a specified shape which the individual maintains henceforth.

Our intentions have been maligned--and by such reasonable and intelligent gentlemen. In their defense--should they need any--we would say that they are responding in a reasonable and intelligent manner to most of the applications of the model which have come to their attention. Most of the "good" applications of the model have been either military or industrial efforts. These usually have been associated with rather precise identification of the so-called terminal behaviors.

Travers (1968) maintained that dependence upon specified terminal behavior tends to result in attention to trivial objectives which are easily specified in terms of specific behaviors. He observed that specific objectives also tend to result in rigid systems which are difficult to modify.

As an alternative, Travers proposed the "internally programmed" model which may be associated with an analogy of the student as a computer internally programmed to redesign himself. The analogy of a self-redesigning or self-restructuring student restates the viewpoint of Dewey (1916) who considered education to be a continuous restructuring of experience--and the only appropriate ends or goals of education to be more education.

Consider an admittedly extreme example of deficiency which Travers noted:

> Suppose that an art course has creative originality as an objective and that, according to the instructors, the achievement of this objective means the production of art works of merit of a kind that have never been thought of as yet. It is quite obvious that art works that have not been thought of as yet cannot be described in specific terms, for to do so would represent a contradiction. Art productions that are truly original obviously cannot be described in advance. The terminal behaviors simply cannot be specified in precise terms.

Given the internally programmed model, Travers noted that

> . . . evaluation is analogous to that of evaluating the mutations produced in genetic material through radiation. One cannot predict what new mutations will be produced by radiation, but there is an expectancy that there will be mutations and there are criteria that can be applied to the evaluation of any that occur.

So we have now arrived at the crux of the dilemma. Given the internally programmed model, we will be able to address ourselves to other than trivial objectives. But by Travers' own observation, the internally programmed model does not relieve us of responsibility for establishing meaningful criteria to evaluate the effect of our instruction. Let us return to the art course which maintains, as an objective, that the student will produce works of art which meet the criteria of "creative originality." Travers suggested possible criteria which might serve to define the parameters of "creative originality."

First, the student will produce art works of merit. Second, the student will produce art works of a kind that have never been thought of as yet. The instructor would have yet to define what would be considered as acceptable evidence of "merit" and of "never been thought of as yet," and the problems associated with such issues we will return to in a moment. But let us first question whether or not "creative orginality" expressed in such a manner really represents a non-trivial objective.

Several years ago, Atkin (1963) also observed that an insistence upon behavioral objectives tended to focus attention on the trivial. At that time, he was concerned with those skills which students need in order to engage in effective inquiry in any scientific discipline. As possible examples of such cross-curricular skills, he listed comprehension of such concepts as "randomness," "proportionality," "successive approximation," and "discreteness."

Similarly, there are desirable outcomes of formal education which are not limited to occupational clusters such as scientific inquiry but, in all probability, extend across all disciplines.

> One of the ultimate goals of formal instruction must be actually to prepare an individual to become a self-evaluator. An artist gradually shifts to self-evaluation as he develops a technique never before employed. An electronics engineer shifts to self-evaluation as he seeks to develop new circuitry for a previously unrecognized need. Evaluation judgments must shift gradually from the standards imposed by others to one's own standards as one reaches and surpasses the limits of knowledge or proficiency in any given discipline. (Tiemann, 1967)

With the possibility of such cross-curricular objectives in mind, let us return to Travers' example of an art course and his implicit suggestions of "merit" and "never been thought of as yet" as criteria by which to define "creative originality." In the event that the hypothetical art instructor did not include criteria related to such cross-curricular skills as "proportionality" or "self-evaluation," the instructor might be judged by some peers as merely dealing with trivial objectives. The possibility of such value judgments suggests the possibility that one man's "creative originality" might be another man's trivia.

When presenting criticisms of the industrial production model, Travers stated, "I suspect that effective escape requires the definition of objectives in rather broad terms . . ." Note his carefully chosen word "definition" in reference to objectives and not merely the statement of objectives. Travers recognized that objectives expressed in broad terms must be defined.

A paradox is now evident. Requiring objectives to be stated in specific terms tends to result in statements of trivial objectives. And Travers has recognized that objectives characteristic of the internally programmed model, i.e., those which are other than trivial, are stated in broad terms--and that such broad terms must somehow be defined. The process of defining objectives requires increasing specificity. We must specify what we mean by such broad goals as "creative originality," "proportionality," and "self-evaluation." As we develop the criteria for such non-trivial objectives, we find ourselves generating objective statements which--indeed--become quite specific if, in fact, they are to serve the function of the criteria.

The paradox of the internally programmed model is that its insistence upon broad, non-trivial objectives absolutely requires the statement of specific criteria which serve to define--to make meaningful--the broad statements of objectives. This brings us to our major contention. The unique characteristic of the internally programmed model is not the absence of specific behavioral objectives. It is the manner by which such objectives are arrived at, stated, and applied by the model. (And for those of us who have sought always to associate these characteristics with the so-called industrial production model, there is really no difference between the two--they become one and the same model.)

A more general acceptance and use of the model in academia is limited by our lack of skill in developing specific criteria required by the model and not by something inherent in specific statement of the criteria themselves. Travers recognized our deficiency in arriving at evaluative criteria when he indicated his preference for an acceptable alternative to behavioral objectives--the performance of students on a specific task. He then noted the difficulty of extrapolating from performance on one sample task to the universe and the difficulty of defining the universe--a task which he seems to view as insurmountable. It is not insurmountable--just extremely difficult.

But what do we really mean by "lack of skill" in developing a so-called internally programmed objective? The problem is really one of analysis--one of analysis of the universe of those behaviors which we would consider to be acceptable evidence that a student is, for example, a competent self-evaluator.

While there seems to be a lack of such analysis skills, there doesn't seem to be any shortage of individuals who are able to develop trivial, "mickey mouse" objectives. A few of these people have even worried through sufficient trials of "programs" which prove to be quite effective in enabling students to attain these trivial objectives. We are confident that these "programs eventually will be evaluated as to their true worth.

But I have been talking in abstractions through most of the presentation and, at this time, would like to go through a somewhat elaborate example in order to pull together some of these abstractions.

About a year ago, we were asked to conduct a workshop for instructional television people in Dade County (Tiemann & Markle, 1967). In Miami--in the heat of June, of all times--the Dade County group invested six days in a workshop which we began by showing the film you saw yesterday (Programing is a Process), and which continued through the final days when teams of ITV teachers, TV production support people--producer-director-types and graphics people--actually tried, revised, and tried again various short sequences of televised instruction with real live student subjects who were prospective eleventh-graders.

We worked individually with three teams--one in science-mathematics, one in social science, and one in language arts. The team assignment for the morning of the second day--after working the first day under supervision--was to develop an objective for a short sequence which they would program on videotape.

I worked with the language arts groups the second day--and here is the objective they finally decided to work on--

> Given several passages from the House of Seven Gables and the Scarlet Letter by Nathaniel Hawthorne, the student should be able to identify in each at least one element which signifies superstitions or fears of colonial times.

Now you may have read Mager's (1962) little book on writing behavioral objectives. This objective fulfills his criteria. It describes the conditions under which the student will have to perform--the givens. That is, given a paragraph by Hawthorne from either of the two novels listed. The objective sets forth the standard--that is, the student must recognize one element. And it describes what it is the student must do. The student must recognize an instance of reference to something that was fearful or superstitious in colonial times. I will have some critical remarks about this objective in a moment, but for now let me just say that the group intended to confront the student with a typical analysis task characteristic of a high school language arts course.

Let's return to the team discussion. The TV instructors on the team--two English teachers--distributed the objective to the team. I suggested they try out a few of the passages they had selected. One teacher read a few sentences and looked expectantly to other members of the team. Amid generally blank looks were a couple of weak volunteers. This procedure was repeated a few times. Gradually it became apparent to the English teachers that something was wrong. We spent about an hour on the problem and the group finally reached my objective which was a working understanding of the following ideas. (I don't have an hour today so let me describe the ideas arrived at by the group.)

Let me go to this formula representation of the objective. The student must recognize a reference by Hawthorne to an instance of superstitution or fear existing in colonial times. Let's move up a level of abstraction and call this an instance of "X." To the student reading a passage of Hawthorne, each sentence--phrase--or even isolated work--represents a possible "instance of "X." With each possibility, the student faces a choice-point. Is it or isn't it an instance of X? Analysis of the problem facing the student forces us to ask, "What must the student be able to do in order to demonstrate the behavior called for?" Well, the student must classify each possibility as either an instance or non-instance of X.

Basically, there are two ways we can enable him to do this. We can require him to memorize the universe of instances of X. Or we can give him some means by which he can make the decision--some conceptual scheme that enables him to make a reasonably reliable binary choice at each choice-point.

One scheme, which the team decided upon, was to provide the student with several categories of "instances of X." Of the several categories suggested, physical deformity seemed to be most obvious to prospective students so it was sequenced first. But given a category topic, the student is still faced with the same binary choice. How is he taught to recognize instances of physical deformity? The task is one of learning a concept, that is, the student must recognize instances and non-instances of reference to physical deformity. Stated another way, he must learn to recognize members of a set--and to distinguish between members and non-members. Students learn concepts by responding to sufficient examples and non-examples until they can demonstrate a reliable level of generalization--responding to any new member of the class with the label "physical deformity"--and a parallel level of discrimination, that is, not responding to new non-members of the class with the class label.

The team recognized the need to provide students with many examples. Students, like most of us, find it difficult to generalize from one instance. The team recognized the need to sequence examples--to begin with gross discriminations and proceed to fine discriminations.

A recent book by Gagne (1965), Conditions of Learning, has gone over these ideas with numerous examples. But he has, for the most part, dealt with the structure of rather specific disciplines such as science and mathematics. In such disciplines as language arts, we find an additional problem. The humanities and social sciences are less structured. The selection of such categories as "physical deformity"--while useful in organizing the discipline--may often be selected as a matter of convenience.

The category selected serves to bring the student to a higher level of skill within the hierarchy. But it only serves this purpose if it is useful to the student. This is an additional problem. Hierarchial levels of structured disciplines are operational--that is, most subject matter experts agree that a certain set of examples constitutes a given category. When we analyze a less-structured discipline, we must make certain that the hierarchy we construct also possesses such operational worth.

Thus having decided upon the category "physical deformity," the two English teachers had to test whether or not it was operational. They selected examples independently and then compared notes. Then they tried from the other direction--testing each other with passages from Hawthorne.

This same procedure was followed to build five categories for use in the teaching sequence that would eventually be televised and tried in first draft form.

Having analyzed instances of colonial superstition and fear, we could ask, "Is the objective worth teaching?" Mager (1968) suggested the "Hey Dad" test at this point. Picture a student saying, "Hey Dad! Know what I'm learning in school? Let me show you how I can internalize my own growing self-awareness!" Obviously the objective is quite broad and needs to be further defined.

In this case, "Hey Dad--see how I can recognize instances of reference to colonial superstition and fear!" Dad's response is likely to be "so what!" According to Mager, we are probably dealing with a trivial objective now.

But the objective may be part of a hierarchy. The English teachers really weren't interested in this single objective. But they could teach it in such a way that students acquire the simple analysis skill--and, as a result of experiencing success in applying the skill, actually enjoy applying it to Hawthorne.

But a further aim should be transfer of the analysis skill to other authors--Poe, for example. Learning experiences should provide for such transfer. Similarly, other analysis skills--recognition of instances of A and B--should be acquired and in such a way so that the student enjoys voluntarily applying them. Skills A and B could be higher levels of skill X. They could relate colonial times to current literature, requiring students to identify up-to-date superstitions and fears. Once acquired, a set of analysis skills so defined might constitute partial evidence of "literary appreciation."

The student would demonstrate a viable set of analysis skills which he would enjoy applying, that is, he would seek out opportunities voluntarily to employ and refine these skills--to continuously reprogram himself in the sense of the internally programmed model.

With the best of intentions, we may pursue specific objectives--one after another--as though students were required to accumulate unrelated skills like threading so many beads on a string. However, to the extent that specific objectives are derived from an analysis of relatively broad objectives, they can serve as criteria which enable our students to avoid trivia.

A thorough analysis resulting in structured objectives is a necessary but not sufficient condition to avoid the trivial. The manner of application of objectives, particularly by instructional personnel, is critical.

Again in the social sciences and humanities, value judgments are most important. Consider two examples of possible points within a range of value judgments drawn from college rhetoric. One instructor may interpret "good" writing style to consist of short, explicit sentences of the type employed by Ernest Hemingway. Another instructor may value complex, interdependent sentences characteristic of such writers as Marcel Proust. Arbitrary selection of either point as a basis for evaluation of "writing style" results not only in unreliable evaluation between instructors but also in restriction of the intent of instruction within both classes. And the goal of teaching should be to expand the capabilities of students--enabling them to function in many situations--and not at restricted, trivial points within an entire range of possibilities.

Let's return to the internally programmed model. The unique characteristics have been identified. Evaluative criteria are developed by behavioral analysis with the logical conclusion being a series of structured specific objectives. The criteria are stated by describing a universe and checked by appropriate trial to assure that they are operational criteria. The criteria are applied by individuals in the process of developing materials that work with students--and finally by the instructor to evaluate and guide the continuous progress of students as opposed to acting as hurdles which eliminate the academically "unfit."

There are reasons why the process model has had little, if any, effect in the academic world. We have mentioned the lack of analysis skill--and the parallel lack of usage skills when effective materials do exist. These factors are interrelated because effective use of such instruction presupposes a certain knowledge of the mode of development of the materials. In-service and pre-service professional preparation should deal with this problem.

But development of effective materials requires analysis skills furnished either by the subject matter expert or by supporting personnel. Those of us who are charged with the responsibility of providing such service in support of instruction experience a threefold set of frustrations.

First, instructors may not know the subject in sufficient depth to analyze what it is they are attempting to teach. Second, instructors--when they are quite competent in their field--usually are on their way to bigger and better things and can afford little time to "improve" their current teaching. Finally, in some cases, instructors have no subject matter, that is, they have precious little to say, but are highly respected by their academic peers for saying it in a very precious way.

Teachers may be expected to continue to deal with trivial objectives and to continue to apply trivial evaluative criteria to students who are required to accumulate sets of unrelated skills unless and until one significant change is introduced into the educational system. Administrative innovation is required. We must develop, and apply, administrative innovations which both identify and encourage competent instructional personnel--by means of both release time and added prestige--to improve the quality of instruction in terms of student performance.

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EVALUATION IN TERMS OF PERFORMANCE

BY

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Last year, Dr. Ralph Tyler made a statement which epitomizes for a number of seasoned distributive teacher educators a concern underlying the purpose of this conference. Please permit me to quote from A.E.R.A. Monograph No. one, on curriculum evaluation.

> ". . . . we now see that schools and colleges, like other institutions, become program-centered, losing their orientation toward their clients. Most institutions begin as responses to the need of certain clients for services. As years go by, programs are developed that are reasonably acceptable to the clients they have been serving. Then the institution is likely to believe that its program is its raison d'etre rather than the need for its services. When this program-worship stage is reached, the institution seeks to find clients who like the program and can get along with it, and to deny admission to others. After a time, the terminology develops that those not admitted are "poor students," "not intelligent," not of "college calibre." In many cases, as in the founding of the Land-Grant Colleges, new institutions have to be established to serve the clients rejected by the older ones."[1]

The study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education" directed by Mrs. Lucy Crawford was intended to help prevent distributive teacher educators from falling into the trap described by Dr. Tyler.

It seems to many distributive educators that the current heavy emphasis on evaluation and the energy directed toward the process of identifying and formulating performance objectives throughout educational institutions is a very fortunate coincidence. It has provided us with some valuable new tools to help us examine our role and to focus on the true objectives of our program.

My assignment, as I understand it, is to contribute something substantive to the discussion of the topic, "Evaluation in Terms of Performance" without muddying the waters of the procedures so ably presented by Dr. Tiemann. Inasmuch as there has been no opportunity to communicate with Dr. Tiemann, this is not an easy assignment. I do not profess to be an authority on performance objectives. I must admit that I have a great interest in this field and have stumbled along with other vocational educators knowing just enough to realize that there are several procedures to follow. To introduce any divergent viewpoint at this juncture would inhibit progress toward the goals of this conference. Thus I shall try to make a few observations relating to common elements in performance objective purposes and procedures as I think they apply to distributive education.

Value of Performance Evaluation

First, the idea of evaluation in terms of performance is not new to our field. We have believed in its since the inception of our program at the turn of the century. Business and industry have always practiced the general idea in a rather subjective manner. Last year the National Retail Merchants published a bulletin titled Management by Objectives in Retailing. Employers usually judge employees on their productivity, and the practice transferred to the schools under the cooperative education plan. The idea behind distributive occupational experience as a requirement for teacher certification is identified with performance competencies. So are the principles underlying cooperative education, internship programs and the project plan. Many operating devices, such as the training plan, the work-rating forms and the training profile serve to implement evaluation in terms of performance. Beaumont, Marks, Nelson, Bernard, Kneeland, Mason, the Logans and others have constantly encouraged the use of performance objectives and criteria. My point is that distributive educators are a very receptive audience for a discussion of evaluation in terms of performance.

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[1] Ralph W. Tyler, "Changing Concepts of Educational Evaluation," American Educational Research Association. Monograph on Curriculum Evaluation No. 1. Chicago: Rand McNally and Company, 1967. p. 15.

Second, evaluation in terms of performance is important in distributive education because of the particular characteristics of our field. The people-oriented, decision-making, verbal type of competencies that we strive to teach are unusually vulnerable to academic mononucleosis. Our mid-field position with its kinship to both vocational and academic areas increases the need for specific performance goals and evaluation in order to avert the situation referred to by Dr. Tyler.

Third, evaluation in terms of performance could be the initial step in solving one of our greatest problems--the lack of recognized occupational entry qualifications for distributive occupations. We lack standards similar to the words-per-minute, mailable letters and the like found in the office occupations and apprenticeship requirements of some trades. Distributive occupations employers still hire liberal arts and graduates with other majors on an equal basis with marketing majors at the Collegiate as well as the post-high and high school levels. It stands to reason that if we were to produce graduates with known marketing and general occupational competencies who could out-produce other applicants, employers would insist on our product at any educational level. This desirable situation has been virtually achieved in at least one European country. Now if we improve our behavioral (performance) objectives and evaluation, the logical long-range outcome could be occupational entry standards that are recognized by our employers. Certain distributive occupations, such as checker-cashier, are now approaching this category in some localities.

Fourth, we are now in a crash program and distributive education positions are being filled by persons who have not had time to become fully qualified teachers, teacher-coordinators and even teacher educators. Unfortunately, some of them are not aware of their shortcomings. These people need help and if we are unable to provide specific performance objectives and evaluations, they will not realize their incompetence, and the status of our movement will be in jeopardy. These inadequately prepared people urgently need to know what competencies are needed in their graduates and how to evaluate them.

Application in Distributive Education

Now let's turn to the task at hand. Good progress is being made in developing performance objectives in vocational fields where a large portion of the outcomes sought is tangible. This is fortunate. But distributive education presents a somewhat more difficult, though by no means an impossible, task. Rather it is a challenging and fascinating one.

Ammerman and Melching[2] classify learning outcomes into three categories--specific tasks, generalized skills, and generalized behaviors. It is relatively easy to construct a behavioral objective for a specific task such as figuring a sales tax, in which it is easy to communicate to other competent teachers the terminal behavior (what the student will be able to do when trained). It is easy to describe the conditions when the learner is demonstrating his mastery of the task (the givens, allowances or restrictions). It is easy to state the criterion behavior describing the accuracy and speed with which he must perform. Here is an untested example for 10th or 11th grade:

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[2] Harry L. Ammerman, and William H. Melching, The Derivation, Analysis, and Classification of Instructional Objectives. Alexandria Virginia: The George Washington University Human Resources Research Office. 1966. pp. 20-21.

> Given a tax table, the learner must be able to calculate without error the tax on twenty sales transactions of the following type within _____ number of minutes. (Examples of sale transactions follow.)

Describing the performance of a generalized skill, which involves the application of that skill in a variety of situations, isn't as easy as it is for a specific task. For example, identifying the terminal sometimes called intermediate behavior in making a simple greeting or service approach and communicating it to a competent teacher may be easy, but communicating the important conditions under which the behavior will be expected to occur is more difficult. For complete communication the writer might wish to indicate the type of store, the type of merchandise, the type of customer and possibly other conditions. Also stating the performance criterion and standard may cause some concern. What is acceptable performance in approaching the customer, and how should it be measured? Use of appropriate words, tone of voice, facial expression, manifesting sincerity, and timing of the approach may be appropriate. The standard could be the judgment of sample situations by the instructor or some other qualified person. Here is an untested example for an eleventh grade class:

> The student must be able to make a simple greeting and/or service approach in a full-service store that sells any type of merchandise or service to a variety of customer types and in a variety of situations. He must rate at least 80 points on four sales demonstrations using the list of customer types and the form below. (List of customer types and the form follows.)

Important generalized behaviors such as a "customer service attitude" in selling are very difficult to state in terms of performance objectives and relatively difficult to evaluate. Yet student-trainees are being evaluated continuously by employers and customers on these characteristics. The rule for identifying a performance objective is that the student must be doing something that demonstrates his competency. Thus he might be tested in terms of his reactions to the handling of difficult customer situations on a paper and pencil test, but we still would not know how he felt. He might be judged on this factor in his treatment of the customer in a demonstration sale or he might be observed in a real life situation on his job at his training station. Shopping reports are frequently aimed at measuring this type of outcome.

Let's suppose that the teacher-coordinator is preparing a written evaluation of a performance objective to be used in a twelfth grade class of cooperative student-trainees that will be explicit to a beginning teacher. Here is another untested example:

> The student-trainee must demonstrate his dedication to the ideal of customer service through earning a rating of ninety (90) or more on three shopping reports directed exclusively to customer service during April and/or May. The ratings will be made by three competent impartial judges. (Sample rating form follows.)

The performance objective on which the evaluation above was designed was purposedly confined to the sale situation. However the same attitude is an imperative goal in behind-the-scenes responsibilities in retail stores, in human relations and administrative decision making and might appear in a number of contexts.

Often the things a person does (observable behavior) are indications of attitudes, appreciations, interests, values and adjustments, and evaluation is largely a matter of identifying the parent behavior and utilizing the observable behavior as a medium of measurement. For example, a student who uses a split complementary color scheme voluntarily in some type of activity may be indicating an appreciation for the study of color. Being on time for work each day may be indicative of attitudes toward work, the employer, the supervisor or the job. Thus we evaluate an internalized behavior in terms of observable performance generated by that behavior.

Both cooperative and project plans are rich with opportunities to evaluate all three of the performance types above--specific task, generalized skill and generalized behavior. Classrooms with modern equipment and instructional media, school stores, real-life cooperative jobs and local DECA clubs provide unlimited opportunities for evaluation. In addition to technical skills, the job provides for the appraisal of essential occupational adjustment competencies not possible in the classroom. The club opens a Pandora's box of opportunities to evaluate social skills and attitudes not present in either the classroom or on the job. The club, at least theoretically, provides an environment where there is sufficient freedom to vent inner feelings, demonstrate interests and creativity, and manifest various other affective behaviors. In summary, it seems as though our real problem is largely one of refining and systematizing many of the things we have been doing, a matter of utilizing the new tools in getting down to business on the task at hand.

Application in Distributive Teacher Education

Now that we have appraised the evaluation of performance in secondary, post-secondary and adult education, what about teacher education? I fail to see any difference in the principles and procedures involved. Of course, the competencies to be developed are more numerous and usually more complex, and there is usually a contrast in the two learning environments; otherwise things are much the same.

If you haven't already found out for yourself, I can assure you that putting the objectives of the courses you now teach into written behavioral form may be a very surprising and revealing experience. I have written in initial form, the objectives for one of our courses. Frankly, I was shocked by the amount of irrelevant material we were teaching and by the fact that so large a portion of the objectives was in the affective domain. It will be interesting to compare notes with you on this matter.

Let's look briefly at our task for this conference, taking the professional competency, "Teaching Know-How, Understanding No. 33.

> That distributive education is designed to meet the needs of persons who have or are preparing to enter a distributive occupation or an occupation requiring ability in one or more of the marketing functions."

This will suggest a number of performance outcomes to each conference member. All of us would likely agree that a teacher-coordinator needs a legal definition of distributive education and distributive occupations for a variety of reasons and that he can identify distributive occupations and write a definition or identify the elements of distributive education. Many of us might be satisfied with these performances and arrive at criteria and standards of evaluation. On the other hand another group may feel that a teacher-coordinator should be able to answer the perpetual question, "What is D.E.?" verbally and prepare another performance objective similar to the following:

Specific Objective:

> The student will be able to verbally describe distributive education to a high school student audience accurately and interestingly in one hundred words or less.

Evaluation Device:

> Checklist applied to video-taped presentation by the student and teacher-educator. (Checklist follows.)

This is the foremat followed by Miss Rebecca Hawkins in her excellent master's paper. The following example represents a professional skill of the teacher-coordinator.

Teaching know-how: Skill no. 55.

Ability to plan a year's sequence of study (yearly teaching calendar) based on the school system's schedule and calendar and the needs of the students.

Specific Objective:

Using the student-teaching school and given a description of the prospective students, the school system schedule, a calendar of events, a merchandising schedule and a commercial calendar, the student will be able to plan the following year's sequence of study for specific eleventh and twelfth grade distributive education classes.

Evaluation Device:

Checklist rating by supervising teacher, by teacher-educator and by the student. Student to make modifications until the schedule is approved by the teacher educator. (Sample checklist follows.)

The following is an illustration from the professional competency realm of knowledge. In this instance, the teacher-educator is interested in associating the knowledge with useful categories of information.

Guidance know-how: Knowledge no. 2.

Knowledge of the numerous promotion and publicity methods of acquainting high school students with all aspects of the D.E. program.

Specific Objective: The student will be able to:

Describe the work-need patterns of various high school youth groups, identify appropriate appeals to motive associated with distributive occupations reenforcement patterns and select the proper media to convey the appeals to a school's audience.

Evaluation Device:

Evaluation by practitioner: School journalism instructor or local market research executive's evaluation of the following:

Student's written recommendations for a D.E. promotional plan in a high school of the student's choice based on his knowledge of the population segments, the group need patterns, the available media and resources.

Professional competency:

Guidance know-how: Attitude no. 21

A belief that guidance should involve a continuous systematic plan of assistance to the student.

Specific Objective:

The student anticipates that he will derive satisfaction from regular counseling responsibilities throughout the year based on his counseling experiences before and during student teaching.

Evaluation Device:

Questionnaire filled in by students taught by the student teacher relating to his concern for counseling them and their friends on vocational matters. (Sample questionnaire follows.)

Technical competency:

Teaching in the Area of Human Relations: Skill no. 1

Skill in developing and maintaining harmonious relationships with other employees.

Specific Objective: Ability to:

get along well enough with fellow students in a task oriented college environment to be reasonably certain of gaining full acceptance by a school faculty during the first semester of teaching.

Evaluation Device:

Sociometric devices--sociograms based on contribution to task achievement, choice of team-mates and similar factors. Blind suggestions for improvement by other class members. Also teacher educator interviews with student teacher's colleagues and supporting staff members. (Sample questions for sociometric devices follow.)

Thank you for your indulgence.

ATTITUDES: OBJECTIVES AND EVALUATION

To Be Cited Only Upon
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I would like to talk about the end results of a curriculum--and again in terms of the objectives, the intended outcomes of the instruction, or instructional intent. When students fail to acquire the attitudes and skills I intend for them to acquire, then the quality of my instruction should be questioned. When evaluating quality, the process model we have advocated emphasizes the importance of specifying intents and measuring student attainment of these intended outcomes. So a decrement in the quality of instruction may result when intents are not specified.

As an instructor, I may specify clearly my intents regarding content skills and overlook other dimensions which are equally important. As an example, students may be able to apply complex analytical formats which demonstrate their proficiency in a literary criticism course. In the process they also may learn to detest literature. Naturally, educators want to avoid such unintended outcomes. Most instruction intends to foster the future activity of students in the subject. Mager (1968) has referred to such evidence of desirable student attitudes as "subject matter approach tendencies," which rounds out nicely to the acronym SMATS. The opposite of SMATS is SMUTS--"subject matter unapproach tendencies."

Detesting literature may be a SMUT. Nothing is more certain to result in a student avoiding literature throughout life--to unapproach literature--than the SMUTS resulting from the way literature was presented to him in the classroom.

Student attainment of content objectives does not necessarily indicate that the student has attained SMATS--positive approach behaviors to that content. The fact that a youth follows a sequence of instruction which is effective in teaching him to use multiplication tables does not also mean that he likes mathematics and will voluntarily apply his skills when opportunities present themselves. Such positive approach behaviors--SMATS--represent an example of the many dimensions of instruction which are important.

If instruction intends to foster SMATS or other behaviors somewhat independent of content objectives, then provision must be made to evaluate instruction with respect to such intentions. To do so, instructors must set forth reasonable indices of student behavior which--if observed--indicate that their students have developed positive attitudes toward the subject, SMATS, and that any other intentions are being met. While such objectives may be classified as "appreciation" or "attitude" of "affective" objectives, the only direct means to evaluate their accomplishment is the observable behavior of the students.

Some educational goals are quite difficult to express without an unreasonable amount of verbal explanation. Objectives of such subjects as college rhetoric are based upon quite subtle, subjective discriminations. Consider, for example, the set of behaviors generally classified as "writing style." Specific standards of writing style are difficult to explicate. The emotional involvement of an individual, when reacting to good writing style, has been compared to that of listening to an exceptional performance of a favorite symphony. In each case, proficiency is recognized at an emotional level possibly characterized by such behavioral indices as "a prickling sensation at the nape of the neck" or a "goosepimple sensation." (Schiller, 1966)

Evaluating student attainment of such objectives may require special training of raters. Such training has been provided at the University of Iowa, for example, where interrater reliability is enhanced by requiring new rhetoric instructors to serve an apprenticeship during their first year with the department.

Generalization training proceeds by review of a variety of examples of student writing at weekly staff meetings. Student evaluations by new instructors are checked by senior instructors. Reliability of evaluation is sought through a policy of dual grading of final papers in the course, with the requirements that evaluators resolve their disagreements before assigning a grade. (University of Iowa Rhetoric Department, undated)

A possible behavioral criterion for the fact that a student appreciates good music may be observed by noting the phonograph records which the student selects for voluntary listening. Given a selected set of "good" music from the universe of phonograph records available to the student, a selection from this set meets the criterion measure applied in this case. The level of voluntary selection, as one possible characteristic of appreciation, may be quantified by some rate at which the student makes such selections, or, possibly, by means of some degree of "goodness" assigned to subsets of "good" music. The process of classifying phonograph records into any such sets or subsets is a value judgment. Such value judgments are the prerogative of teachers, acting singly or through committee, and whether setting forth judgments incorporated within a formal "system" or as standards to guide in an informal manner. Such judgments are made in response to many factors in the curriculum-setting process carried on in education.

It is important to note a particular characteristic of instruction based upon value judgments. Consider the case of instruction which seeks to enhance appreciation skills. The instruction may prove to be quit efficient and effective, that is, enabling students to achieve a proficiency level with regard to specific instructional objectives. However, the resulting appreciation skills of the student--of good music, for example--may be quite narrow because the value judgments underlying the specific instructional objectives were narrowly conceived.

The fact that value judgments must be made in the explication of specific instructional objectives does not preclude the possibility of arriving at operationally specific objectives. It is true that, once arrived at, such objectives may result in disagreement among subject matter experts. (Typically, any previous consensus among the experts resulted from the lack of specificity of objectives.) The acknowledgement of disagreement over such value judgments, wherever possible, is a step that must be accomplished prior to instruction. There can be no reliable evaluation of instructional effect without such consensus.

The type of consensus needed at this point is a form of agreement to disagree. For evaluation purposes, consensus among subject matter experts must involve an operational recognition of a range of individual disagreements concerning value judgments. A course committee may acknowledge a wide range of disagreement among their individual judgments of performance which constitutes evidence of student proficiency in areas of the course. In this case, standards of evaluation should permit a range of acceptable behavior.

Arbitrary selection of any particular point within such a range of disagreement as a standard expected of students results in instruction with an unnecessarily restricted intent. To restrict the intent of instruction by such means in order to enhance the "objectivity" of student evaluation is to misinterpret the role which value judgments must serve in the specification of instructional objectives.

In my previous comments regarding the issue of triviality. I referred to the value judgments made by two rhetoric instructors interpreting "good" writing style. When teaching two sections of the same course under the direction of a major professor, one instructor insisted upon one standard and a second instructor established, and graded his students according to a completely different standard. Such value judgments are usually involved when attempting to set standards of student performance in the so-called affective domain. The existence of such a continuum along which the judgments of individual raters may differ seems to be particularly true of "attitudinal" behavior.

So the possibility of individual disagreement exists whenever two or more instructors must evaluate the attitude of students. One man's trivia may be another man's creativity. Behavior may be evaluated as evidence of appreciation by a student and may be simply an indication of poor taste to another instructor. To maintain evaluation standards at a very general level open to such individual interpretation is to subject students to a most aversive situation. They're flunked if they don't and flunked if they do. SMUTS quickly appear under such circumstances.

And instruction seldom deals exclusively with either skills or attitudes, except possibly in extreme cases of military training. Here a trainee must exhibit positive approach behaviors after training or possibly forfeit his life. As educators, at any rate, we must concern ourselves with SMATS and SMUTS--even in association with the most precise forms of skilled performance in an academic discipline.

Let me summarize the presentation up to this point. When evaluating student behavior--whether looking for real understanding or attitude or appreciation--we need reliable application of precise standards or our students may acquire strong avoidance behavior. To establish and apply precise standards, we must make value judgments, particularly with respect to so-called attitudinal behaviors. And there is a second matter of concern with value judgments. Lack of consensus among individuals, either when establishing or applying standards, may result in narrowing the intent of instruction or student avoidance behavior or both.

Now we can see where we need to go. We need to specify standards which are as precise as possible for use in evaluating student behavior. We'll know when we've arrived because we will have achieved some measure of consensus or, as a necessary minimum, some agreement to disagree--to tolerate behavior of students within some identified range across the continuum of possible value judgments.

With respect to student attitude, we are now in a position equivalent to that point from which we embarked upon an analysis of "really understand." The problem now is to try to deal with a parallel issue, that is, an analysis of the behavior required for a student to demonstrate that he "really appreciates."

The analysis model I propose is based upon the same rationale as our previous analysis of concept learning. Likewise, it is merely one way to get at an analysis of appreciation. Just as with the treatment of "really understand," the analysis model is designed to provide the information we need to prepare quality instruction that will enable students to "really appreciate." The model I suggest teaches the student an analysis skill, similar to the example of the Hawthorne paragraphs mentioned as an illustration yesterday. The model is presented here as an analysis formula with one additional example, music appreciation.

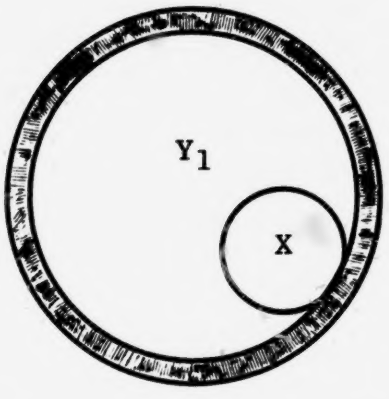
Consider the instructional objective, "identify instances of X." For purposes of illustration--"identify basic, four-bar themes in musical compositions." Let us define "X" as a subset drawn from the universe of subject matter content which we wish the student eventually to appreciate. For purposes of illustration, classical music.

As presented here, any member of the subset "X" is considered to be an instance of "X." Symbolically, "X" = (a, b, c, d). Illustrations: event a = an instance of a basic, four-bar theme in a musical composition.

Other properties may be attributed to the subset "X." All members of the subset "X" must possess one or more common attributes which can be defined operationally. Illustration: one common attribute = a four-bar theme which is basic to the composition, i.e., the theme appears more than once during the course of the composition.

It may also be true that instances of "X" can be drawn from the subset "Y_1." For illustrative purposes, subset "Y_1" = musical compositions by Bach.

If they can be drawn from "Y_1," it follows that "Y_1" must also possess common attributes capable of operational definition. Illustration: instances of the subset "Y_1" are individual compositions by Bach. Diagramatically,

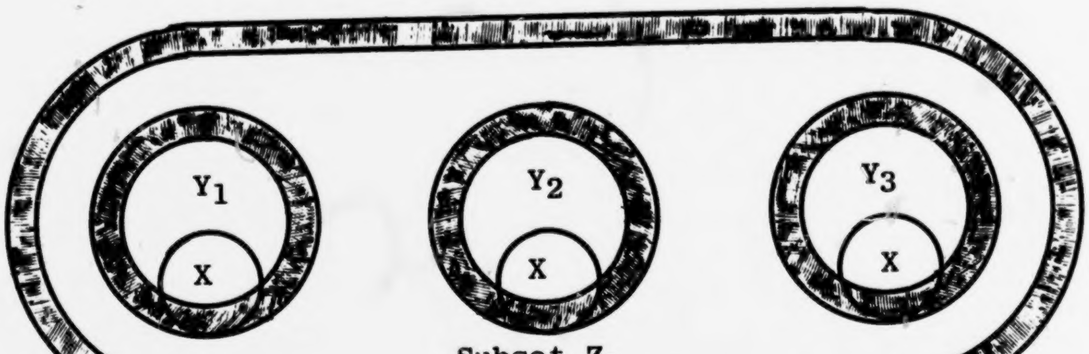


Y_1 = Bach compositions

X = Subset of instances of basic, four-bar themes

It may be true that "Y_1" can be drawn from the subset "Z_1," and so forth. For purposes of illustration, "Z_1" - a subset, the members of which are all instances of classical music composition. In each case, we impose a further condition such that non-members of a larger set remain within the set when the referenced subset--in this case, "Y_1" -- is withdrawn. As an example, when the subset "X" is drawn from the subset "Y_1," instances of non-"X" remain within the subset "Y_1." Illustration: when the subset containing instances of basic, four-bar themes is drawn from the subset of Bach compositions, sequences within the scores which are not instances of basic, four-bar themes still remain within the larger subset of Bach compositions.

This brings us to the situation of "appreciation" skills. In the event additional subsets "Y_2, Y_3 . . . Y_n" may be drawn from "Z_1," and from each of these may be drawn a subset of instances of "X," we have described a situation appropriate to much of the subject matter content relevant to appreciation skills. To illustrate diagramatically,



Y_1 = Bach compositions

Y_2 = Bartok compositions

Y_3 = Mozart compositions

Z_1 = Classical compositions

Discrimination sequences appropriate to the analysis framework must be used to enable students to generalize the framework. That is, we want students to be able to identify instances of "X" irrespective of the "Y" subset (or "Z" subset) from which they were drawn. An ability to identify instances of "X" irrespective of "Y" subset of origin is referred to as generalization or--in special cases--transfer, i.e., when the "Y" subset of origin employed in the evaluation was not employed in the discrimination sequences which constituted the instruction for the students being evaluated. Illustration: "Y_1" Bach and "Y_2" Bartok subsets were employed as teaching examples during instruction and "Y_3" Mozart subset was employed as a source of examples and non-examples to evaluate the performance of students in recognizing instances of "X."

When a student voluntarily engages in identification of instances of "X" we refer to such a conditional demonstration as evidence of "appreciation." Illustration: the student appreciates the subtle use of recurring basic patterns in classical music. The definition of appreciation in this manner includes the conditions of voluntary demonstration and of evidence of generalization. And while this analysis model has employed the action verb "identify," the analysis format permits substitution of any other action verb appropriate to behavioral objectives, e.g., recognize, record, transcribe, and so forth.

Relevant to the analysis form presented is a higher order of terminal behavior. Illustration: the student appreciates classical music, or music in general. The subject matter specialists initially must analyze the content into sample subsets and, either prior to or during the process, operationally define the subsets. However, the eventual goal of discrimination sequences is generalized behavior exhibited by the student in the absence of assistance and in a voluntary context.

In effect, an analysis skill is taught to the student--one which the student will voluntarily employ when opportunities to do so present themselves. If the student is able to generalize, then it follows that he may be applying the acquired analysis skill to content which may not have been analyzed by any subject matter specialist. At this point, the student has assumed the role of neophyte subject matter specialist--a role suggested to be a general goal of instruction.

Experience may permit a master performer to formulate standards which serve to evaluate the operational adequacy of his own sophisticated analyses. Standards develop during interaction with peers, during review of the analyses of other performers, and so forth. But it appears that one cannot develop standards of evaluation in other than a voluntary context. Stated another way--opportunities to engage voluntarily in "appreciation" behavior must elicit such behavior if the subsequent self-evaluation skills are also to have an opportunity to develop.

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DESIGNING LEARNING EXPERIENCES: THE MEDIA SELECTION PROBLEM[1]

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The rational selection of instructional media requires a systematic approach. A selection system must take into account all variables which establish media requirements.

It is tempting to relate the entire problem of media selection to financial cost of the media available. Most instructors concerned with the problem of selecting media to provide for quality instruction have recognized that sole dependence upon cost criteria would lead only to blind alleys.

The criteria of most concern are efficiency and effectiveness of instruction in terms of the resulting proficiency of those being instructed. When alternative paths appear to exist as means to achieve high quality instruction, then an appropriate criterion for choice among alternatives means would appear to be cost.

Administrative Limits

The theoretical issue seems straightforward but reality often alters the situation. The instructor must usually contend with an existing administrative structure imposing cost limitations which, to him, usually suggest the proverbial tail wagging the dog.

Instructors are provided a 50-seat box and admonished to keep the cost of instructing students to as reasonable a level as possible. The administration seldom considers the 50-seat box itself to be a limitation upon cost effectiveness. The situation is understandable because little effort has been made to look for the most efficient and effective way of instructing students and then to design an administrative system around the demands imposed by these instructional requirements.

Administrative structures typically limit the number of students which may be assembled in one location--or in separate locations accessable to a common instructional system--and/or limit the number of successive periods of the same presentation which may be scheduled. Cost accounting procedures must permit comparisons among prospective modes of instruction which are within the administrative limits imposed by student grouping.

Cost studies typically employ per-student-cost as a baseline for comparison among alternatives. The generation of such cost data is best accomplished by considering two aspects of instructional cost. One set of costs may be thought of as being encountered in the process of producing the instruction and a second set of costs may be associated with the distribution of instruction to students.

Consider the case of a typical lecture course. The time which an instructor devotes to preparing a lecture may be attributed to the cost of producing the instruction. If we disregard the amount students spend on notepaper, the cost of distributing the instruction includes the value of the instructor's time spent in delivering the lecture and, in most cases, the cost of textbooks which also serve to distribute a part of the instruction to students.

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[1] Adapted from a presentation by the author to the Advanced Workshop, Annual Convention of the National Society for Programmed Instruction, April, 1968, San Antonio, Texas.

To the extent that the instructor must depart from the most effective form of instruction indicated by the learning requirements of the situation, he is forced to make a "logistic" decision dictated by imposed administrative limitations. The logistic decision involves selection of instructional media providing an optimum combination for production and distribution of instruction within administrative limits imposed. Media must be cost-listed by production and distribution costs, as appropriate, and according to some classification based upon the learning requirements of the instructional situation.

A further distinction as to types of costs, a distinction made by economists, is helpful in allocating costs for media selection purposes. The two types of concern are fixed costs and variable costs. The distinction between fixed and variable costs is most apparent when considering distribution costs.

High fixed cost of distribution is encountered when, for example, students are required to have individual workbooks. Each student added to the class or course requires the addition of another individual workbook at a fixed cost.

Media Cost Variability

The principle of cost variability is associated with numbers of students. A distribution medium possesses the advantage of variable cost when additional students, when added to the instructional "audience," tend to reduce the per-student-cost of distribution. Occasionally, a medium used to distribute instruction will possess the feature of variable cost up to a point, at which time it is necessary to meet the fixed cost of providing another unit of the distribution medium.

When considering audiovisual devices, the media characteristics imposing reception unit limits upon variability are obvious. Only so many people can hear the audio output of one loudspeaker in a large space. With the addition of further people, it is necessary to add more speakers.

Visual images possess similar limitating features. Only so many can view one demonstration and then we have to add another unit of demonstration, either simultaneously or sequentially. Several airline stewardesses simultaneously demonstrating the use of an emergency oxygen system is an instance of such added units. Sequential addition is evident in the case when one stewardess gives several demonstrations as she proceeds down the aisle.

Obviously the demonstration could be accomplished before passengers board the plan and could be conducted by only one stewardess giving one demonstration. In that case, the instruction would be produced with a facsimile of the actual object of concern--the aircraft overhead from which the oxygen mask drops. And the major intent of instruction is not to conserve distribution costs through conservation of demonstration units (stewardesses) but to produce the instruction in as realistic a setting as possible. Therefore, the instruction is produced using the actual specimen and distributed by as many of the available demonstration units (stewardesses) as may be required.

Some distribution media offer an advantage in overcoming the reception unit variability limits imposed by the audio or visual characteristics of the "production" medium. In effect, it is not necessary to produce and to distribute instruction using the same medium and, in fact, seldom do we find it economical to do so. For example, the airline demonstration typically employs the existing PA system for distribution of the audio component of instruction, although it is produced by one "stewardess unit" who could be employed as a unit of distribution. (On small feeder airlines, the one stewardess available performs both production and distribution functions.)

Instructional media may serve the distribution function in some cases and the production function in other cases. An instructor may distribute the visual component of instruction to a large lecture class by using an overhead projector or he may produce the instruction with the same device and have it distributed by means of a closed-circuit television system. While each individual TV monitor possesses certain reception unit variability limits, the overall system provides the logistic advantage of almost unlimited variable cost--that is, the more students added, the lower the distribution cost per student.

When we attempt to cost account the production of instruction--to prorate the cost of production across those students to whom it is being distributed--it is necessary to account for a further characteristic of many distribution media. Instruction, once prepared for certain modes of distribution, becomes reusable. Both instruction distributed by media with high fixed costs (e.g., textbooks) and variable costs (e.g., CCTV) may be reusable. Within certain limits, textbooks may be recycled to subsequent classes of students just as videotapes may be telecast to these subsequent classes. And each subsequent increment of distribution enables the initial production costs of the instruction to be prorated across that many additional students. The determination of production and distribution costs for various combinations of media and the comparison of these cost determinations usually is an empirical issue and local data must be developed as a basis for decision-making.

System Requirements

The cost of media is but one of the resources committed within any instructional system. Media selection must be made so as to optimize all of the resources allocated to the system. It is necessary to classify the resources typically made available within the instructional system in order to clarify the media selection problem.

The resources usually allocated to an instructional system generally fall into one of three categories:

1. The cost of instructional media
2. The cost of instructional staff
3. The cost of student time committed to instruction

Appropriate selection of instructional media should result in an optimum combination of the three resources to achieve the instructional objectives of concern. Instructional media possess characteristics, in addition to their cost, which may influence the amount of instructor and student time commitment in the event of their use.

For example, instructional media vary with respect to the amount of time an instructor must invest in the planning and coordinating phases of production. Guidelines here will be difficult to specify, as the degree of an instructor's familiarity with the medium or media to be employed is a factor in the demand placed upon the instructor's time.

Naturally, the gross amount of media required is a prime factor. The more graphic support an instructor plans, the more time he will have to devote to coordinating media production with artists and other support personnel. In addition, the sheer number of personnel involved in media production is an important variable. Cost, in terms of instructor time commitment, increases with an increase in the number of people with whom the instructor must be involved in the media production process. The production of a videotaped closed-circuit televised sequence, which typically requires more elaborate graphic support, is an example of high instructor time commitment to production because of the number of personnel involved.

The Function of Instructional Intent

A basic issue in the process of media selection is an expression of the intent of instruction. As in the case with any problem, it is first necessary to have a clear idea of the goal. Goals of any instructional situation are expressed as a rather specific description of the skills, related knowledge, and attitudes which a proficient student will be able to display as a result of instruction.

The process of coordinating media with instructional intent begins with a review of the precise description of instructional objectives. By noting various features which the instruction must possess, it is possible to consult a listing of available media grouped according to their capability of providing such instructional features.

A functional distinction among various media can be made on the basis of their various presentation capabilities. It is helpful to refer to media capability in terms used by an instructor who has conducted a careful analysis of the instructional content. In this manner, media may be classified according to the types of distinctions which the student is able to make when exposed to subject matter via that medium. Obvious types of such distinctions are those involving color, sound, or motion.

Students may be required to pay attention to color features of the instructional content. In such event, an instructional objective might be stated as "an ability to discriminate between two biological samples on the basis of leaf color." Here the instructor has specified the color identification performance to be one required of a proficient student, and thus an aspect of the subject matter which the student must understand.

Other discriminations students must make--in addition to sound, color, and motion--are those involving space or location, here referred to as spatial discriminations; those dependent upon psychomotor cues such as texture, weight, or a student's own motor skills, referred to as tactile; and occasionally taste and odor discriminations.

Various instructional media have a capability of presenting more than one discrimination category at the same time. A color film may be used to portray both color and motion differences to the student. It is not suggested that media may be classified according to these types of discriminations without some overlap. It is precisely the fact--that most media do not possess unique characteristics--which has resulted in such confusion when trying to sort out the instructional capabilities of media.

Instructional media may be viewed as a partial presentation of reality in some degree. The actual presentation employed in an instructional situation may be, in effect, a trade-off between what we would like the student to observe and what we can afford to show the student. When a three-dimensional object must be presented for student observation, the cost involved may not permit laboratory examination of an actual micro-organism or a fifteen-ton plate press of a beef being slaughtered and dressed.

Instructional media are thus, in many cases, an economy measure used to abstract or represent reality. We can hypothesize a continuum of media capability in representing reality along each discrimination dimension identified. For example, when presenting the three-dimensional spatial aspects of an object, maximum representation would be the actual object before students in a demonstration. The minimum representation might be a verbal description--such as the listed characteristics of a large plate press, mimeographed and distributed to students, or written on the blackboard, or presented orally by the instructor during the lecture.

Along a different discrimination continuum, we may consider the need for students to attend to color characteristics. If the student must identify differences in color between treated and untreated micro-organisms, the maximum representation would be actual organisms observed through a microscope. We may represent reality with full-color microphotographs or color slides. Again, a minimum might be merely a verbal description of such color change, or perhaps more realistically, a sketch with colors labeled.

Each media continuum is expressed in terms of relative representation. Some form of live demonstration which brings the actual world to the instructional situation is postulated as most representative, and some verbal description of reality is considered to be less representative. Media are located along one or more continuums, with their position along a particular continuum being determined by their relative degree of representation when portraying the reality of the actual world to the student.

As an example, suppose our analysis of an instructional situation shows that the student must notice the direction of rotation of a particular part. Since direction of rotation is a property to which the student must attend, we can locate various media capable of portraying the direction of rotation along the motion continuum. As listed according to level of increasing representation, we might find among others the following possibilities:

Verbal description--of the direction of rotation
Line drawing--representing direction of rotation when labeled with an arrow
Still photograph--representing direction of rotation when labeled
Sequence of still photographs--showing stages of rotation of the part
Motion pictures--showing the part being rotated in the correct direction

A particular level of representation might be associated with more than one medium of instruction. For example, a single still picture may be displayed on the printed page, or via overhead projector, or projected as a 35mm slide, and so forth. We see that, having determined the necessary level of representation, it might be possible to select from several possibilities at that level according to relative cost or according to other factors in the given instructional situation.

Selection of instructional media is based thus far on decisions in two dimensions. The relationships between various instructional media with regard to presentation capability and to level of representation within a specific capability may be listed in the form of a taxonomy of media capability. The taxonomy, as it has been developed thus far, is shown in Figure 1.

The types of discriminations which a student may be required to demonstrate, as listed in Figure 1, suggest that an analysis of the instructional intent must be rather precise for the discrimination classes are rather precise. The very specificity of these classes, while of considerable assistance in the process of media selection, results in combination--that is, the objectives of a given instructional situation will result in media selection decisions along two or more discrimination classes. It is also possible that the instructional situation may require two types of discriminations which, for one reason or another, cannot be portrayed conveniently to the student by only one instructional medium. Misselection of instructional media have resulted from an understandable oversight, that is, when the classification system developed in the taxonomy indicates that the instruction should be multi-media in character.

Conceptual understanding of quantum mechanics, as an example, may require the student to notice differences in relative rates of motion of minute particles in a cloud chamber. Pictures of particle traces remaining on an electrostatic-sensitive plate, or a actual exposed plate, will be combined with another medium, that of verbal description, to present the concept to the student. The verbal description, a second medium, is another manner of representing the relative rates of motion of traces, which are also represented by actual plates or photographs of plates.

If our intent is to enable students presented with exposed plates to identify types of particles by their motion traces, then actual plates or representations of them would seem to be relevant to instruction. Here we might consider the verbal description as a supporting medium of instruction.

If our intent is to enable students to describe various particles in terms of a relative motion hierarchy, then it might be feasible to present all instruction in such verbal terms. Generally, such a level of abstraction is not comprehensible

Figure 1

Presentation Capability by Type of Discrimination to be Made by Students	Levels of Representative of Reality	
	Highly Representative	Less Representative
Spatial (location, 3-D)	Augmented Object // Actual Object	Verbal Description
Color	Enhanced Color // Full Color	Verbal Description
Motion	Slow/Fast Motion // Actual Motion	Verbal Description
Sound	Amplified Sound // Actual Sound	Verbal Description
Tactile (texture, weight, psychomotor)	Augmented Situation // Actual Situation	Verbal Description
Taste	Concentrated Taste // Actual Taste	Verbal Description
Odor	Concentrated Odor // Actual Odor	Verbal Description
Verbal Description	Augmented Description	Continuous Oral Discourse

to students. When practically reduced to memorizing the verbal abstractions, the student does not have a conceptual understanding that will serve him in a variety of situations dealing with the relative motion concept.

We reduce the level of abstraction in any number of ways. We may diagram the relationships, sketch an example of an exposed plate, or code the hierarchy in some manner that emphasizes the conceptual aspect of motion rate. The blackboard, overhead projector, or slide projector--as supporting medium of instruction--serves merely as an adjunct to the verbal description. It is possible for the verbal description to suffice if the instructor is willing to engage in the amont of explanation, and repetition of explanation, required to clarify the concept to students.

Our intent may be to enable students to deal with both reality, i.e., exposure plate discriminations, and the theory of such hierarchial distinctions. On the basis of such intent, the instruction is multi-media in nature. The discriminations which are required of the student may necessitate his exposure to a higher level of representation *initially* along both the visual and verbal continuum. Once the student has noted the nature of the discriminations required of him, such mediating procedures will no longer be needed.

Consider an instructional sequence where only the verbal description continuum is of concern. (Two parallel examples are presented here.)

> Students of *labor economics*, for example, are concerned with the process of *mechanization* as a concept affecting *labor* decisions. Analysis of the concept of *mechanization* reveals an essential feature to be one of a comparative nature. The degree of *mechanization* is determined, in any given *industry*, by the relative level of *capital intensiveness*. Within an *industry* and, to some extent, across *industries*, the *labor economist* compares the *capital intensiveness* at one time to that of another time.
>
> Students of *sociology*, for example, are concerned with the process of *urban development* as a concept affecting *municipal* decisions. Analysis of the concept of *urban development* reveals an essential feature to be one of a comparative nature. The degree of *urban development* is determined, in any given locale, by the relative level of *assessed value per acre*. Within a *city* and, to some extent, across *cities* the *sociologist* compares the *assessed value per acre* at one time to that of another time.

Such terms as "mechanication" and "urban development" are abstract concepts of usefulness to the labor economist or sociologist. Student understanding of such concepts depends upon insight into their process nature, in terms of such further abstractions as "capital intensiveness" and "assessed value per acre."

Relationships among these abstractions may be explained to the student entirely in descriptive verbal terms, or the instructor may augment verbal description with graphic description of the process relationships over a period of time. Graphic or pictoral augmentation of content which is basically verbal tends to increase the efficiency of the instructor's effort. Again the verbal description will suffice if the instructor is willing to provide the explanation and repetition required to clarify such abstract verbal concepts.

It seems reasonable to conclude that instruction may be entirely verbal in nature and, in the interest of efficiency, may be augmented by one or more media selected to support the intent of instruction. But instructional efficiency is a trade-off. There is no justification for selecting another medium to support verbal description before reasonable efforts have been made to clarify verbal

Inability to specify precise guidelines for the selection of augmenting media arise from the variability of "reasonable effort" among individual instructors. What one anatomy instructor will consider a "reasonable effort" expended to verbally describe the Krebbs Citric Acid Cycle will strike another anatomy instructor as ridiculous. The second instructor will have gone to his blackboard long before and sketched a flow diagram of this abstract concept.

As a practical matter, it is operationally impossible to provide media selection guidelines in such cases because of the difficulty in assessing the relative verbal creativity of instructors. By the same token, an instructor's use of visual augmentation of such verbal concepts is also limited by his own experience in such matters.

The purpose of the taxonomy, in setting forth a continuum of verbal description, is to catalog many possible combinations of media useful in amplifying relatively abstract verbal concepts. Selection depends not only upon the intent of instruction but also upon an instructor's experience with the media listed--and with the content of instruction.

While the topic of discussion is media selection, it is not proposed that a multimedia assault upon the senses of the student is a solution to the issue of instructional clarity. Each continuum must be clarified--within the limits of that particular continuum before any effort is made to augment instruction with a supporting medium.

In summary, the difficulty of the media selection problem increases is a function of several factors which may vary. Generally speaking, these may be considered as cost and task variables, with task variables defined by analysis of the instructional intent. Cost variables are particular to the administrative system within which materials are produced, tested, revised, and distributived. Local data are required to reach adequate cost decisions.

LEARNING EXPERIENCES IN DISTRIBUTIVE TEACHER EDUCATION

By

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The complexities of future programs in distributive education will require commitments from distributive educators far beyond that of past years. These commitments will demand greater sophistication in all facets of education as well as new relationships with an expanding educational environment. In all of this the key figure in distributive education will continue to be the teacher-coordinator.

Contemporary teacher education views the competent teacher from three aspects: (1) educational preparation, both general and specific, (2) technical (subject matter) competency, and (3) command of the practical application of teaching and learning theory. Educational preparation of distributive teachers has come primarily from formal collegiate course work. Technical competency has come from a combination of collegiate and occupational experiences. The ability to provide the practical application of learning has come primarily from sound occupational experience. It is the intent of this paper to discuss the nature and scope of learning experiences primarily as they relate to specific professional distribttive teacher education.

Basic Premises

Several premises are made relative to the learning processes typically associated with distributive teacher education. Naturally exceptions to these premises may be raised; however professional consensus seems sufficient to allow them as guidelines.

Education must be goal directed. Educational efforts must be directed toward the attainment of specific goals. Goals, to the individual learner, must be viewed as attainable yet require sufficient effort to represent a challenge. Currently considerable effort is being given to the statements of educational objectives so that the learning outcomes or goals are clearly specified not only in terms of behaviors but also as to conditions and levels of the performance of such behavior.

Measurement of educational achievement is essential to effective education. Students, teachers, and others involved in the process of education must know to what degree the goals have been achieved. Efficient learning, particularly of complex achievements, requires special motivation, guidance and assistance. Properly devised measurement of achievement can contribute to these activities. A major feature of this premise is that every important outcome of education can be measured. It may be possible for some aspect of education to be so highly personalized that that the achievement would be concealed but one would then question its importance. What is said here is that education does make a difference, that difference is important, and the difference needs to be measured in order to have effective education.

Useful knowledge is the most important educational achievement. The effectiveness of a person dealing with a problem depends largely on how fully he commands the knowledge that is relevant to the problem. With a command of useful knowledge and reasonable ability to think, the learner becomes intellectually free and independent, capable of rational self-determination. If the importance of an educational outcome may be judged on the basis of what distributive teachers spend most of their time doing, it is obvious that acquisition of a command of useful knowledge is an important outcome of distributive teacher education.

Educational transfer will occur. "Whatever we teach, explicitly or implicitly, has the potentiality for causing transfer to vary in direction and amount."[1] Learning experiences for teachers in training cannot be substantially different from learning experiences they are to use with their students, for teachers in training tend to transfer techniques and procedures they have experienced to their own teaching behaviors. The more closely aligned learning experiences can be to desired potential behavior the greater the amount of transfer. A vastly different procedure and experience during teacher education than what is expected as a teacher would require either (1) more ability on the part of the learner, or (2) more intensive training during teacher preparation. The concept of transfer is singularly so important that it is treated in more detail in another part of this paper.

For any discipline there is a minimum set of propositions that form the basis for all that exists in that field. In dealing with the structure of knowledge for a field, such as we are doing here this week, it must be assumed that some possible structure does exist or can be created. Bruner, speaking of the optimal structuring of knowledge, identified three qualities to be associated with the basic propositions or fundamental concepts of a field. These three are:

1. That the diversity of information within a field can be simplified to clearly indicate the relatedness of elements. He speaks of this quality of simplification as the economy of a structure.

2. That it give assistance in the generation of new propositions which go beyond the information given. This he refers to as the productiveness of a structure.

3. That it facilitates the manipulation of knowledge, its combinings and recombinings, which he calls the power of a structure.[2]

Acceptance of this premise gives encouragement to the current task and suggests something of the qualities that should be possessed by the ultimate product.

There are a considerable number of psychological principles which teachers can use with confidence. In spite of many differences among psychologists regarding learning and other human behaviors there are many psychological principles which are widely accepted. The distributive teacher should be well versed in those principles and understand their application to occupational instruction.

These six premises (Education must be goal directed; Measurement of educational achievement is essential to effective education; Useful knowledge is the most important educational achievement; Educational transfer will occur; There are a considerable number of psychological principles which teachers can use with confidence) are not exhaustive of those that may need to be made in support of meaningful learning experiences for distributive teacher education. They should, however, provide a base for the ideas presented in the balance of this paper.

Transfer of Learning

Acceptance of the concept of transfer of learning is necessary to the development of meaningful learning experiences in distributive teacher education. Teaching for transfer should be a part of every teacher's concern as they proceed with their educational tasks. To assure that there be no confusion on what is considered "transfer of learning" the following definition by Wittrock is used here, ". . . the ability to go beyond the data or to go beyond the specifics."[3]

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[1] Rudolph W. Schulz, "Problem Solving Behavior and Transfer," Harvard Educational Review. 30 (1960), p. 62.

[2] Jerome S. Bruner, "Needed: A Theory of Instruction," Educational Leadership, May 1963, p. 525.

There are several types of transfer that may be observed. Positive transfer occurs when there is measurable increase in performance on one task due to experience on some previous task. Negative transfer exists when performance on a task is measurably lowered because of experience on some previous task. Lateral transfer refers to a kind of generalizing that spreads over a range of situations that are about the same nature or difficulty as the initial learning experiences. Vertical transfer occurs when learning at one level makes it possible for the learner to move to advanced or more complex learnings or behaviors. Nonspecific transfer is a type of transfer that occurs in areas outside the actual learning or subject matter.

It is up to the teacher to plan instruction so that transfer of learning may occur. Establishing conditions for transfer involves procedures that will have an effect on the acquisition of further knowledge and on the broad application of learning to new and practical situations. The more intelligent students, those with greater ability to perceive and formulate general principles, do master subordinate capabilities and move to transfer more readily than the less able. The value of guided learning is stressed by Craig who states, "Additional large amounts of guidance, including summary statements of organizing principles, will foster transfer to tasks of all difficulty levels, and benefits will increase as difficulty increases."[4]

Anxiety appears to facilitate transfer on lower level learning tasks but may interfere with transfer on more complex learning tasks.[5] Because of the general acceptance of anxiety as a condition of learning its interference with transfer needs to be observed carefully. In fact all emotional states seem transferable in and of themselves. The possibility of crossing (anxiety arousal by one set of factors reflected by that student in the response to another set) necessitates good communication among instructional staff on the effect of their teaching strategies upon different students.

Thorough learning is essential to maximize transferability. The provision of learning in a variety of settings, a range of problem solving and decision making situations, and relating new to old learnings aids in thoroughness. It suggests that learning should be scheduled so that overlearning by each student is a general practice. The teacher's classroom methodology and management clearly will affect the amount and direction of transfer.

Travers sets forth three guidelines for teaching for transfer that serve as summary for these observations.

1. Learning in the classroom should be such that it results in a thorough mastery of whatever is to be learned, to the point of over-learning.

2. The student should have experiences with as wide a range of problems as possible.

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[3] M.C. Wittrock, "The Learning By Discovery Hypothesis," Learning By Discovery: A Critical Appraisal. (Editors Shulman and Keisler) Chicago: Rand McNally and Company, 1966, p. 75.

[4] Robert C. Craig, The Transfer Value of Guided Learning. New York: Bureau of Publications, Teachers College, Columbia University, 1953, p. 72.

[5] Henry C. Ellis, The Transfer of Learning, New York: MacMillan Co., 1965, p.65

3. The teacher should emphasize principles and give the students practice at utilizing those principles with a variety of problem situations.[6]

Learning Experiences for Distributive Teachers

Undoubtedly there will be several different interpretations of just what a "learning experience" might be. For the purposes of this paper the term "learning experiences" is broadly defined as being any major cluster of activities that would constitute a significant area of work for a distributive teacher-coordinator. Learning experiences would be of greater magnitude and importance than would learning activities, assignments, or single concept development. Learning experiences might be likened to a project inasmuch as they would be meaningful real life experiences constituting an entity of work unto themselves.

Learning experiences for potential distributive teachers may be classified several ways. One means might be to classify them simply as "professional learning experiences" or as "technical learning experiences." Another means might be to use the task force classification as established for this seminar. It also seems that learning experiences could be inferred from and designed for each of the articulation (end of course) level objectives. It is my choice, however, to classify them into the four functions of a teacher-manager as described by Mager and Beach.[7] These are 1) Planning, 2) Organizing, 3) Leading and 4) Controlling. For the purposes of classifying learning experiences these four functions have been modified to fit a somewhat broader concern.

Planning: Learning experiences in the area of planning would include those dealing with forecasting future program requirements, establishing program objectives, establishing time constraints, budgeting, and acquitition of resources. The experiences would deal primarily with operational aspects of distributive education, including determination of the nature and number of students to be served, the major objectives to be attained, the time needed to provide instruction necessary to attain the various objectives, the assignment of staff and financial resources, and the actual acquisition of facilities and equipment required by the instruction. The following samples of learning experiences may be appropriate for this function:

A. Design and carry out a community occupational survey to establish the current status and potential distributive manpower requirements for a given community of employability.

B. Prepare statements of objectives for each of the distributive program sequences that might be developed for a predetermined school system and community of employability.

C. Prepare in topical form syllabi including individual course outlines for one or more distributive education programs which will lead to the attainment of the desired program objectives. This would include estimated time allotments.

D. Prepare in appropriate form a budget showing all direct program expenses for a full school year and also a long range budget (five years) showing estimated operational costs and capital expenditures for a distributive education program.

E. Prepare both the narrative and schematic data on the recommended facilities and equipment for a distributive education program of given objectives, student enrollment, and curricular design.

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[6] Robert M. Travers, Essentials of Learning. New York: Macmillan Co., 1963, p. 216.

[7] Robert F. Mager and Kenneth M. Beach, Jr. Developing Vocational Instruction, Fearon Publishers, 1967, p. vi.

Organizing: In the area of organizing the distributive teacher coordinator would need learning experiences revolving around work management, acquisition and evaluation of materials, selection or creation of appropriate learning materials, and preparation of instructional presentations. The primary purpose of this area of learning experiences is to make the subject matter meaningful to the student, to present the subject matter in such a way that it will be learned efficiently and effectively, and to build into the instructional procedure the necessary checks and evaluations of learning and application. The following learning activities might be appropriate for this function:

A. Establish the criteria for evaluation of instructional material for each of the instructional areas of a specificed distributive education program.

B. Prepare and present to a specified audience an instructional presentation on a specific item of subject matter.

C. Review and evaluate, using predetermined criteria, the instructional performance of several different instructors under several different learning environments.

D. For a given professional distributive education position outline priorities and procedures necessary to effectively complete the necessary job tasks.

Leading: Learning experiences in the area of leading would focus on activities pertaining to the guidance, encouragement, and inspiration communicated to the student. Learning experiences should provide ability to motivate, to direct, and to get the student to be responsible for his own learning. The nature of this function suggests that the teacher coordinator will relate to the needs and desires of individual students. Sample learning experiences might be as follows:

A. Determine the capabilities, interests, influences, and occupational desires of a distributive education student. From this base of information create with the student an occupational development plan that would be consistent with the student's expectations and self concept and attainable through the distributive education program available to the student.

B. Prepare individualized instructional plans for a variety of distributive education students.

C. Analyze predetermined instructional settings and develop recommendations for improving the effectiveness and efficiency of instruction.

D. Prepare an audio visual presentation for use with junior high school students to inform and stimulate their interest in distributive occupations.

Controlling: The controlling function deals primarily with checking of performance against criteria. This would involve learning experiences in the classroom as well as the evaluation of performance in the application of learning either through cooperative experiences or laboratory experiences. The following learning experiences serve as possible examples:

A. For a given set of instructional objectives develop or design evaluative criteria, administer, and interpret appropriate measurements.

B. Develop an instructional sequence, conduct the instruction, evaluate attainment of objectives and modify or adjust as necessary.

C. Conduct a series of coordination visits to determine progress of trainees, to obtain evaluations relative to performance, to plan future learning experiences, and to determine contribution of sponsor or training station.

D. For several different sets of cooperative program situations prepare written analyses as to pertinent facts, major and minor problems, possible solutions, the solution selected and the recommended procedure for implementation.

From this listing of possible learning experiences you may be wondering about these things:

Question: Are not these learning activities very much like the "most important" critical professional tasks of teacher coordinators?

Answer: Yes, and they should be if we as teacher educators are consistent in practice with our stated beliefs.

Question: Why isn't some mention made of technical or occupational learning experiences of potential teacher coordinators?

Answer: No mention is made because these are supportive knowledges, skills, and attitudes which must be possessed by the individuals prior to entering the professional course work. Our primary effort is to create the experiences which will bring about the professional or operational development of the teacher coordinator.

Question: Why was there no mention made of learning experiences during student teaching?

Answer: Because student teaching is only one means of providing the necessary experiences--granted near universal in use and traditional in teacher preparation. With modern educational media and emerging instructional technology it may not be necessary to use the inefficient and rather archaic student teaching system to provide necessary experiences.

Question: Most of the examples of learning experiences given were outside of the actual teaching area. Was this intended?

Answer: Yes, if we as teacher educators are to do our job properly we will prepare persons who are teacher-managers--persons who will be equipped to intelligently select and apply all of the appropriate learning activities and resources at their disposal. For most of our history we have focused our teacher education effort upon the "how to" methodology, the fixed plan of content and on pure imparting of knowledge. We must create teachers who can design and manage strategy--teachers who will focus upon students more than upon jobs.

If we provide adequate learning experiences for potential teacher coordinators they will, on their own, develop skills, attitudes, habits of mind, and the kinds of knowledges and understandings that will be capable of continuous change and growth and we will have fashioned an instructional system that provides its own continuous renewal. This is our challenge, this is our goal.

INNOVATION AND THE SPECTRE OF HIGH COST FOR SHORT-TERM GAIN

To Be Cited Only
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Permission

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Instructional innovation means many things to many people. Actually, it is appropriate to consider various levels of innovation. We could say that lower levels of a continuum--along which we could locate various levels of innovation--would be associated with instructor use of less elaborate media, that is, blackboards, handouts, field trips, and an occasional use of the overhead projector. The upper reaches of innovation imply systematic, continuous monitoring of the instructional effect in terms of standards of student performance which, themselves, are the subject of continuous review and upgrading.

Instructional innovation would appear to respond to an economic principle known as the "accelerator" effect. The accelerator effect is associated with capital investment. To the economist capital is not just money. Capital is a particular form of wealth which has a function. It is that portion of funds 1) committed to the production of goods or services and 2) exhausted or used up over a period of time.

Obviously, a classroom dictionary represents a capital expenditure. No one student or class exhausts its usefulness--whether the dictionary falls apart or becomes outdated or both. It will wear out over a period of time while serving its purpose. Therefore, the dictionary represents a capital expenditure exhausted over a period of time while providing a service in the system.

In certain instances, instruction may be in a form appropriately referred to as "reusable." In such form, the usefulness of the instruction extends over a period of time. Instruction in a "reusable" form represents a capital investment. When the level of instructional innovation reaches a certain point along the continuum of innovative levels, reusable instruction results. It may be a lecture recorded on audiotape with or without related visual materials. It may be a lecture recorded on videotape. It may consist of a mimeographed handout where, once the stencil is cut, the handout may be distributed to subsequent classes. The particular point which has been reached along the continuum of innovative levels is primarily dependent upon the level of capital investment in the instructional process.

Such capital investment usually takes the form of expended time and energy of the instructor. The instructor types the stencil and runs off the required number of copies. More sophisticated instructional systems employ graphic artists, photographers, stenographers, and a host of support personnel to prepare sequences of instruction which are usually reusable, although they do not necessarily have to be reusable. When the resulting instruction is reusable, a capital expenditure has occured. When it is not reusable, the entire cost will be exhausted during one use and will not benefit the system over a period of time.

One problem in encouraging the adoption of instructional innovation is that of providing an initial increment of capital investment within the system. However, once the innovative level associated with "reusable" instruction has been reached, the accelerator effect would appear to augment the process.

The accelerator effect states that a further increment in capital investment would then result in an increment of reusable instruction. If the reusable sequence of instruction so generated releases the instructor from some measure of repetitive preparation and presentation of instruction to students,then that measure of the instructor's time may be devoted to generating an additional increment of reusable instruction. The accelerator effect suggests that, once started, the process of instructional innovation may be able to continue provided the instructor--or instructional team--is able to "reinvest" released time in further innovation.

The accelerator effect, as explained, is somewhat of an oversimplification. It would appear that one increment of instructor time invested will release an equal increment of time for reinvestment, and so forth. This is seldom the case. Also the accelerator effect is further complicated by the offsetting effect of instructional capital which depreciates. The instructor who lectures from time-yellowed notes is a familiar example. Such notes probably should have been "written off" long before under the category of "fully depreciated" and replaced with some new instructional capital.

The useful life of any capital investment in instruction is a function of many variables. The course content, represented in the case of yellowed notes, probably should have been upgraded to include new developments in the discipline. The rate at which information becomes obsolete is variable across subject matter fields and exerts a differential effect upon the life of a capital investment in each field.

Within any given discipline, other factors influence the useful life of capital investment. When upgrading an existing sequence of instruction, improvements at one point in the sequence often effect the instruction at other points in the sequence. As a general rule, most engineering colleges have either dropped or drastically reduced their drafting instruction as mechanical drafting instruction has become more prevalent in high schools.

More specifically, improvements in early sequences of one course--for instance, repeated tryout and revision of televised lectures resulting in significantly greater student learning in the early part of a course--may require similiar innovation in later parts of the sequence which would be unnecessarily repetitive now. Conversely, changes in later parts of a sequence of instruction may require more effective instruction early in the sequence so students have adequate preparation for the improved portions.

While innovation and improvement tend to appear as synonymous terms, innovation does not result in instructional improvement per se. Some innovative practices may be justified on the basis of instructional economy, again to include conserving the instructor's time. Occasionally, those who advocate innovation may appear oblivious to the cost of the "innovation" which they suggest. But the cost of instruction is seldom irrelevant.

Actually, cost and quality are interacting factors within any instructional system. The objective of innovation within a system usually is that of optimum improvement of instructional quality within the capability of the resources allocated to the system. If instructional quality within the system is already acceptable, innovation may be introduced to lower instructional cost. If the existing system of instruction is found to be of inadequate quality, it may be necessary to commit added resources which actually increase instructional cost. But it should be noted that efforts directed to instructional innovation do not require one to disregard either quality or cost of instruction.

The relationship expressed among the accelerator effect, reusable instruction, and instructional quality and economy suggest certain guidelines to be appropriate in any attempt to encourage instructional innovation.

The relationships suggest that funds committed to innovation which fail to produce reusable instruction--replicable effect--will be able to produce only short-term gain. Such funds may increase the quality of instruction during the immediate period. However, the effectiveness of non-replicable instruction is dependent upon continuing high performance of the instructional personnel involved. Stated another way, instruction may be developed and employed by instructional personnel in one instance. If the effect of such instruction--again in terms of student performance--cannot be replicated by other instructional personnel, then the result of the capital investment has been dissipated.

Consequently, adoption of short-term innovation depends upon an equivalent high performance of instructional personnel and continuing short-term evaluation of the resulting quality within the adopting instructional system. Both of these conditions require above average funding levels and detract from the ability of the system to support further innovation.

In summary, it would appear that funds committed to short-term gain, lacking the replicability feature resulting in economical adoption in other instructional systems, should be committed only by local institutions or government units. It is suggested that funds committed to encourage widespread adoption of innovation should be concentrated upon innovative projects which demonstrate both a commitment to and a high probability of attaining replicable reusable instruction of evaluated high quality.

THE DEVELOPMENT OF A SUGGESTED MATRIX FOR DISTRIBUTIVE EDUCATION RESEARCH*

By

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Relatively slow progress has been made in the development of distributive education research since the inception of the program. Studies have indicated a new emphasis on research activities in recent years, reflecting the general interest in research. However, most of this has been degree research, much of it confined to limited problem areas with local or regional significance. Little effort has been made to coordinate and focus national institutional research resources on problems of major significance.

In a recent review, Meyer and Logan described distributive education research as being almost entirely descriptive in nature.[1] The reviewers were able to locate only one or two experimental studies and one comparative study. Lack of appropriate measuring instruments and confusion over goals and outcomes were cited as the main reasons for the paucity of experimental research.

The review also revealed that over 75% of the studies were concerned with the following four topics: teaching methods, guidance and personnel services, curriculum and evaluation. It is clearly evident that little attention has been given to such areas as teacher education, philosophy and objectives, manpower needs, facilities and equipment, administration, supervision, and instructional materials.

Although the quality of descriptive research has shown improvement in the last decade it is obvious that the distributive education program cannot expand and improve on the strength of descriptive research alone. A major thrust must be made to identify desired outcomes, develop and organize learning activities, establish evaluate criteria, develop refined measuring instruments and conduct experimental research.

Farquhar identified three levels of research: descriptive, predictive, and experimental. He defines these levels as follows:

> Descriptive: This type of research is commonly referred to as survey and constitutes a good launching pad for finding out the conditions which actually exist. One can think of research at this level as counting or identifying the "x's." It is usually not too exciting, but it certainly is necessary for a field to have a broad base of description in order to be aware of its current status.
>
> Predictive: From here on we begin to identify those "x's" which tell us when "y" will occur. That is, we become more time oriented and become concerned with the linkage effects of certain elements. In fact, one could say that the beginnings of a theory are possible at this point.

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[1] Warren G. Meyer, and William B. Logan, Review and Synthesis of Research in Distributive Education, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, 1966.

*This paper was excerpted from a publication, "The Report of a Research Planning Seminar in Distributive Education", The National Center for Research and Leadership Development in Vocational-Technical Education at Ohio State University.

> Experimental: The third type of research is where we manipulate the "x's" to produce desired "y's." Generally, research done at this level requires a fair amount of sophistication and planning, careful scrutiny in execution, and detailed analysis to be certain that extraneous variables do not account for the outcomes.[2]

It is not necessary here to re-emphasize the growing importance of distribution and marketing in our economy, the critical needs for trained manpower in this sector nor the vital role that has been thrust upon distributive education. It is obvious however that a planned and programmed system of research activity is necessary if we distributive educators are to really meet the challenges that have been thrust upon us.

The need for a program of research in distributive education was indicated at a conference held in Washington D.C. in June 1960. One of the findings and conclusions reported of this conference was the following:[3]

> Distributive education in reaching maturity finds itself in need of principles against which practices may be sounded. During recent years considerable emphasis has been given to questioning educational practices as well as practices in the field of distribution. Distributive educators have been in the unhappy position of having very little literature in their field. Information about the majority of areas basic to the development of the distributive education program has not been available. Such provincialism must be eliminated.
>
> There is tremendous need to find answers and to find ways to get at the answers. Distributive education has arrived at a period in its existence when it is important to locate significant opinion and erroneous opinion. The urgency does not lie in digging up new facts or in conducting research simply in order to have research. In this bread-and-butter stage, the primary job is one that calls for careful thinking to identify and solve problems.
>
> The immediate goals of such an approach can be realized through a 4-step procedure.
>
> 1. Identifying the areas in which facts are needed
>
> 2. Finding out who has conducted studies and what these studies have revealed in the areas in which facts are needed
>
> 3. Applying these findings not only to content but also to practices and methodology in distributive education
>
> 4. Conducting studies in the areas in which no answers are now available
>
> Distributive educators ought to find out what research has been done or is going on that has implication for distributive education and then find out how this tests out in terms of practices and program operation. The importance of learning how to evaluate both formal and informal research needs to be recognized more adequately. This is a responsibility of all distributive education personnel.

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[2] William W. Farquhar, "The Development of a Matrix in Distributive Education Research." A paper presented at the Distributive Education Research Planning Seminar. The Center for Vocational and Technical Education, The Ohio State University, Columbus, July 6,8, 1968.

[3] U.S. Dept. of Health, Education and Welfare, Patterns of Research in Distributive Education. Washington, Gov't. Printing Office. 1961. pp. 11-12.

Timeliness of Research Emphasis

> In view of the status of the distributive education program, events taking place in the national economy and in the schools, plus the awakening interest of distributive educators, the present is a timely period for initiating nationwide emphasis on simple, formal, cooperative, and experimental research. The benefits of such emphases will be felt at all levels of program operation through the development of services factually conceived and confidently provided by distributive education leadership.
>
> Now is the time to create the authority and the foundation for growth of the distributive education program. Now is the time to prove distributive education's worth and to reinforce the acceptance and respect of those who are asked to provide funds and lend support to this program. Today distributive educators must find out what they need to know in order to develop the kind of program they want to have several years from now. The trend away from provincialism toward professionalism is evident. Distributive education can become a truly professional field through the quantity and quality of the research it makes available and uses in the development of its program.
>
> In accepting research as of the substance of distributive education, it might seem logical to establish a broad base for such activities. Actually the contrary should be true. Distributive education research should have a specific focus in order to bring to the total program a productive concentration of resources and people.

Also at the conference, considerable attention was given to the establishment of research priorities. In this regard the following recommendation was made:

> In setting up the desired research program it would be important to determine research items for immediate action and others which would be planned for a matter of 5 or 10 years hence. These would be assigned to their proper level and research classification, perhaps by means of a checklist of minimum research to be carried on within wide range of studies as the preferred action program. The top priority at each level should be given to that research which would help distributive education personnel develop the research habit and the research point of view.[4]

Although this need for a long range program of research was recognized, little, if anything, was done to implement the recommendations made at the National Distributive Education Research Conference in 1960.

In an attempt to meet this challenge in research, a seminar was held at The National Center for Research and Leadership Development in Vocational Technical Education at The Ohio State University in Columbus on July 6, 7, and 8, 1968. The intended purposes of this seminar were to set in motion an effective long range program of research in distributive education through

(a) identifying the most significant problems of national concern in distributive education

(b) establishing research priorities, and

(c) proposing a planned and programmed system of research activities.

The Distributive Education advisory committee to the Center along with other specialists in educational research and research management were the participants at this conference. The complete list appears in Appendix A.

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[4] Ibid., p. 14.

It is the purpose of this paper to review the seminar proceedings, report the various factors considered in this planning seminar and to describe a suggested matrix developed in an attempt to fulfill the objective of the seminar.

As a preliminary preparation to the seminar the participants reviewed several publications concerned with distributive education, research design, and research management. During the seminar a review was made of CPM, PERT and other techniques available to determine if any of these could be useful in planning and programming a system with practical applicability in educational research.

Fundamentally, planning based on network analysis techniques consists of breaking down a project or work effort into a number of elements determining the logical relationships between the elements, depicting these relationships by means of a network, and making time estimates for the completion of each job or activity.[5] The use of CPM or similar approaches requires that the project or work effort to be planned has several essential characteristics:[6]

1. It must consist of collection of activities which are well-defined and which, when completed, mark the end of the project.
2. Activities may be started and stopped independently of each other, within a given sequence, thus eliminating continuous-flow process activities.
3. Activities must be ordered in that performance must take place in a given sequence.

In most instances all of the elements of a research effort cannot be as specifically identified and described with the degree of precision represented by the above criteria.

In research programs, where the tasks to be performed include many unknown variables and parameters, and when many different individuals and agencies are included, it is not possible to estimate accurately the duration of each task and to establish meaningful time targets.

In research efforts, the concept of "ordered sequence" has meaning only as it refers to the logic of scientific aspects of pursuing one of several lines of research for the purpose of acquiring the information base to pursue additional lines of research or until sufficient information is derived to validate as fact a particular research assumption or to reach an objective.[7] Although the importance of time as a resource must not be forgotten in any type of effort, it seems doubtful that sharp and meaningful time estimates can be developed as to when certain research activities are to be accomplished or objectives reached.

Some of these factors described prevent the direct application of currently available planning and control techniques to research efforts in general and to educational research in particular. Nevertheless, some of the underlying concepts and philosophies inherent in these planning and control techniques can be utilized to construct a general framework for the planning and programming of some types of research efforts.

The benefits of applying more formalized planning techniques in such research situations are generally similar to the results experienced in planning other types of programs. Some of the more significant benefits claimed by experienced researchers include: (a) the provision of a framework for the selection (in some situations forcing the selection) of goals, objectives, and sub-objectives and a weighing of their importance; (b) provision of a means for the orderly integration of many program elements and the determination of interrelationships and interfaces; (c) the provision of a logic framework for the establishment of priorities and the determination of required resources, often in the face of competition for resources that are not unlimited; (d) the prescription of information, monitoring, and decision-making requirements and of responsibilities for operations within the framework of an integrated effort; (e) reminding more easily those concerned that a sense of urgency may be in order for reaching some objectives and goals.[8]

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[5] R.L. Brown, "Network Analysis: Its Use in Research Management." British Coal Utilization Research Association, Gazette No. 52, 1965, p. 1.

[6] F.K. Levey, G.L. Thompson and J.D. Wiest, "Introduction to the Critical Path Method," Industrial Scheduling, (ed.) J.F. Muth and G.L. Thompson, Prentice-Hall, 1963.

[7] H. Eisner, "A Generalized Network Approach to the Planning and Scheduling of a Research Project," Operations Research, Vol. 10, 1962, pp. 115-125.

There are however, certain criteria that should be met by a formalized and structured planning technique if it is to be meaningful and useful in the research environment. Two areas are of fundamental concern: the basis for constructing the general program model and its detailed contents; and the basis for determining the sequential order of events.

The formulation of a general model, the identification and description of major elements, and further reduction of major elements into small segments (i.e., projects, events, activities, etc.) must be based on research-logic, the substance of the work to be performed, and the discipline involved.[9]

The sequential ordering of efforts for performance within the model should proceed from the determination of the logical relationships between elements or events. Since capability to accomplish every event is either not known or cannot be established with any meaningful degree of accuracy, program success or progress is evaluated on the basis of events being accomplished, rather than specified periods of time or preselected target dates.

A DESCRIPTION OF THE TECHNIQUE OF MATRIX DEVELOPMENT

A modification of the Convergence Technique was developed to utilize some of the general features of the systems and network approaches in the planning of research.

Basically, the technique involves the determination of a series of elements which are relevant to the overall objective and sequentiall ordered on the basis of research logic, and graphically represented by a matrix.[10&11]

The basic proposition of the Convergence Technique modified for our purposes may be stated as follows:

> If the logic used for the construction of the matrix represents a valid model of the content of the program to be conducted, and if the sequential ordering of the program

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[8] Louis Carrese and Carl G. Baker, "The Convergence Technique--A Method for the Planning and Programming of Research Efforts." National Cancer Institute, Department of Health, Education and Welfare, Washington, D.C., 1966.

[9] _Ibid_.

[10] C.G. Baker, L.M. Carrese, and F.J. Rausher, "The Special Virus-Leukemia Program of the National Cancer Institute: Sciencific Aspects and Program Logic, _Symposium on Some Recent Developments in Comparative Medicine_, Proceedings of the Zoological Society of London (in press).

[11] C.G. Zubrod, S. Schepartz, L.M. Carrese, and C.G. Baker, "The Cancer Chemotherapy Program," A report of the National Advisory Cancer Council. August, 1965, four volumes, Vol. IV, "Proposed for the National Cancer Institute Cancer Chemotherapy Program." (In preparation for publication.)

> elements is accomplished on the basis of this logic, then in reality, as research elements or cells are implemented within the matrix, the intermediate objectives of each step and phase will be achieved and the scope of the program will become narrower until all efforts converge on the end point which has been established as the over-all program goal.[12]

APPLICATION OF THE TECHNIQUE--CONSTRUCTION OF THE MATRIX

Within the framework of some general procedural rules for the development and construction of the program matrix, use of the technique requires the formulation of a logic system judged to be valid for the achievement of specific objectives in the area of research being planned.

The most important steps involved in this process are:

1. The identification of broad areas of needed research.
2. The establishment of priorities of research efforts.
3. The selection and formulation of the end goal of the program and a series of major intermediate objectives requisite to the achievement of the program goal.
4. The identification of the various elements, segments, subdivisions and dimensions of the program or problem area.
5. The development of a logical system to provide the framework for the delineation of sub-units as indicated by these previously identified elements and dimensions, the determination of the logical-sequential order in which research is to be performed, and the establishment of the interrelationships among the research elements.

In the development of the suggested matrix the general technique including the steps listed above were followed.

Identification of Areas of Needed Research

After a review of research and the literature relating to research in education and distributive education, the following areas of needed research were identified:

Philosophy and Objectives
Curriculum Development
Student Personnel Services (Guidance)
Learning Processes--Teaching Methods
Educational Programs
Facilities and Equipment
Instructional Media
Administration and Supervision
Evaluation
Teacher Education
Research
Manpower Needs--Employment Opportunities

These suggested areas are not necessarily thought of as distinct units or divisions in terms of contents or activities, but separate groupings of logically related categories based on the judgment and experience of those involved in the seminar.

First Priority--Curriculum Development

Perhaps the most important decision made at the seminar was the identification of a single area of highest priority.

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[12] Carrese and Baker, op.cit.

Again after considerable discusssion and reviews of literature and upon the advice of the consultants present, curriculum development was the area judged to be the most critical research need in our field.

Developing the General System

Steps (3), (4) and (5) above are all interrelated and the matrix or matrices were finally developed after a careful consideration of the following elements:

Levels of Research
Occupational Levels
Educational Levels
Steps in Curriculum Research
The Competencies within the D.E. Curriculum
The Standard Industrial Classification of Distributive Enterprises

Our initial matrix of distributive education curriculum research was developed with the following dimensions or parameters:

Competencies or Areas of Instruction
Occupational and Education Levels
Steps in Curriculum Research

Curriculums for instruction in distributive education may be classified as basic job curriculums, career development job curriculums and specialist job curriculums. Each of these corresponds to a level of employment responsibility and is identified with the degree of competency needed in specific distributive employment.[13]

All of these levels are offered to high school and post-high school students as well as adults.

The substance of the distributive curriculum is identified with the competencies universally needed in distributive employment. The subject matter is divided, therefore, into areas of instruction which corresponds to these competencies.[14]

Five major categories of instruction are included in each curriculum in order to develop competencies in the following areas:

(1) Marketing

(2) Product or Service Technology

(3) Social Skills

(4) Basic Skills

(5) Distribution in the Economy[15]

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[13] U.S. Office of Health, Education, and Welfare, Office of Education, Distributive Education in the High School, (Washington: U.S. Government Printing Office, 1965), p. 15.

[14] Ibid., p. 21.

[15] Ibid., p. 22.

The generally accepted steps in curriculum development are:

Formulation of Objectives
Organizing the Learning Experiences (Content)
Evaluation

Thus the completed first order matrix of distributive education curriculum research is completed with the following parameters and their logical subdivisions.

Educational Levels

- High Schools
- Post High School
- Adult

Occupational Levels

- Basic
- Career Development
- Specialist

The Distributive Competencies

- Marketing
- Technology
- Social Skills
- Basic Skills
- Economic

Steps in Curriculum Development

- Objectives
- Content
- Evaluation

This should be considered the general model with the major elements referred to on page 1345; its ultimate completion or implementation the over-all program goal.

The subdivision of this matrix into sub-matrices is accomplished through the further reduction of the major elements into smaller segments. A conscientious effort was made to observe the logical sub-divisions of each element and the taxonomies as generally accepted by our discipline.

The development of a sub-matrix involves the same steps and thd same types of decisions as the development of the original matrix, i.e., the establishment of priorities, the identification of the sub-units and the determination of a logical sequential order of activities.

The marketing competency was selected as the instructional area with the highest priority. Sometimes referred to as the "discipline of distribution"[16] it is the one competency that is unique to our field.

The marketing competency has been classified into six functions:[17]

1. Selling
2. Sales Promotion
3. Buying
4. Operations
5. Market Research
6. Management

A sample or suggested second order matrix of distributive education curriculum research on the marketing competency is developed with the six marketing functions as subdivisions of the marketing parameter.

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[16] Edwin L. Nelson, "Bases for Curriculum Development in Distribution." A paper presented at the National Clinic on Distributive Education, Washington, D.C., October 1963.

[17] Ibid.

The development of the third order matrix proceeded on the decision that the determination of objectives was the logical first step in the sequential ordering of curriculum research.

Educational objectives have been classified by Bloom, Krathwohl, and Simpson into three domains: Cognitive, Affective and Psychomotor.[18,19,20]

This classification was accepted in the sample third order matrix involving objectives of the marketing competency.

A sample fourth order matrix was developed based on the selling function by Standard Industrial Classification divisions.[21] It is evident that in a broad field such as distribution there is diversity in these functions as they are performed in the various areas. In order to break down this function into more accomplishable research segments, the Standard Industrial Classification was used. The major consideration affecting this decision was its general acceptance by distributive educators.

The sample fourth order matrix involves the selling function and its interrelationships with the institutional-occupational levels, the three domains of objectives and the major S.I.C. Divisions.

The fifth and sixth order matrices represent further refinements of the S.I.C. Divisions by observing their process of sub-dividing the major classifications.

The fifth order matrix is concerned with the various retail trade subdivisions. The sixth order matrix represents another refinement by reducing the S.I.C. subdivision into its seven categories.

Further reductions are possible, e.g., the sub-dividing of the Cognitive Domain into its six broad categories and even further into its various subcategories. The decisions regarding the extent of these further reductions may be affected by such factors as time, resources, talents and facilities of the researchers.

However, it is believed that at this stage a researcher could select any cube within the suggested matrix as an individual research project.

One example of a research effort that would be a logical step in the proposed programmed approach has already emerged. It is the Master's Thesis submitted by Oma Rebecca Hawkins. This is an excellent example of the contribution of a single researcher within the framework of a long-range program of research and development.

This process of matrix development represents the application of a technique in the planning and programming of research. Neither the technique nor the matrices are considered to be fully developed. Refinements and modifications will emerge with continued applications. As mentioned earlier, this proposed approach represents

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[18] Benjamin S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Co., Inc., 1956, 207 pp.

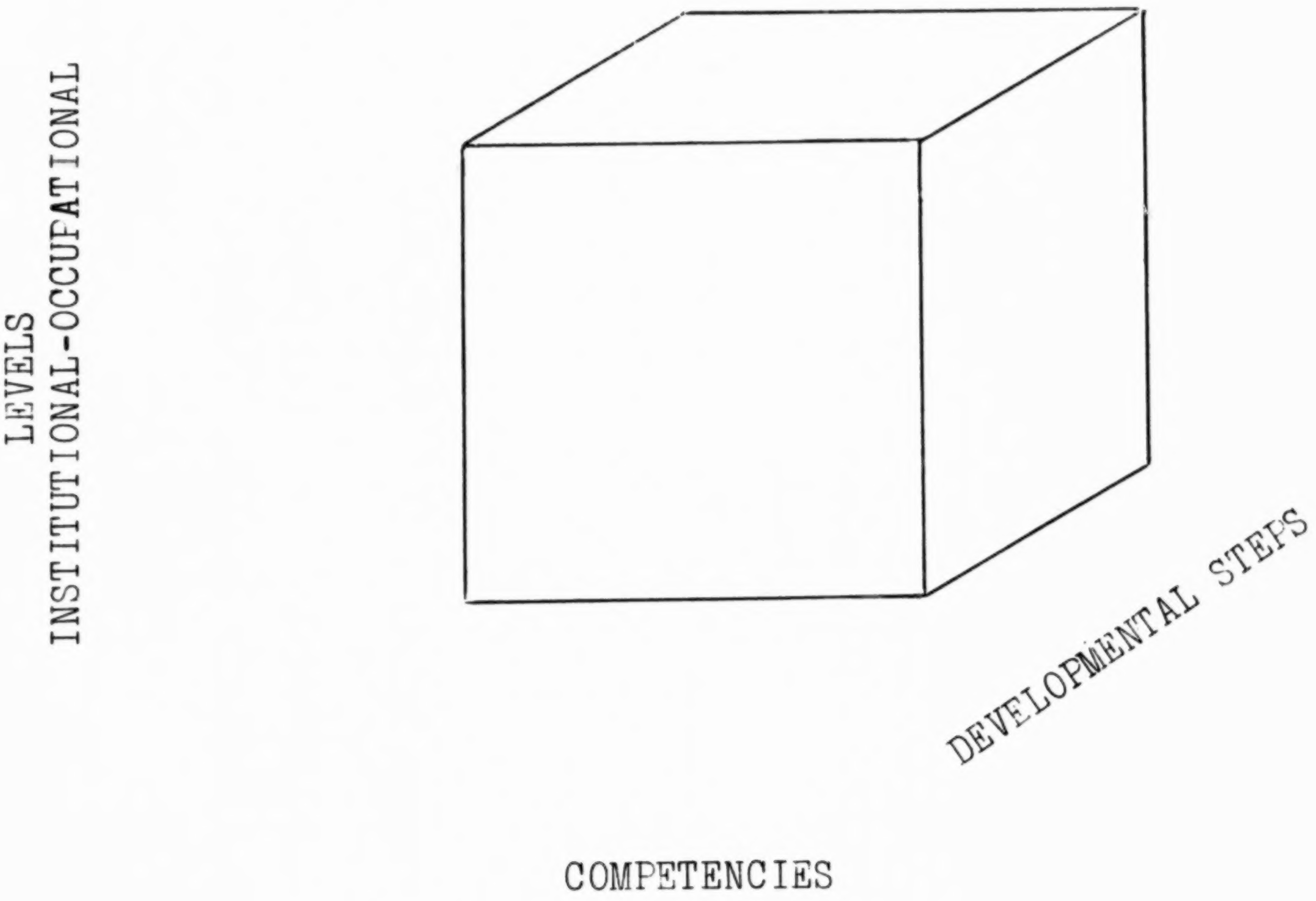
[19] David R. Krathwohl, Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964, 196 pp.

[20] Elizabeth Jane Simpson, The Classification of Educational Objectives, Psychomotor Domain. Urbana, Illinois: University of Illinois, 1966, 35 pp.

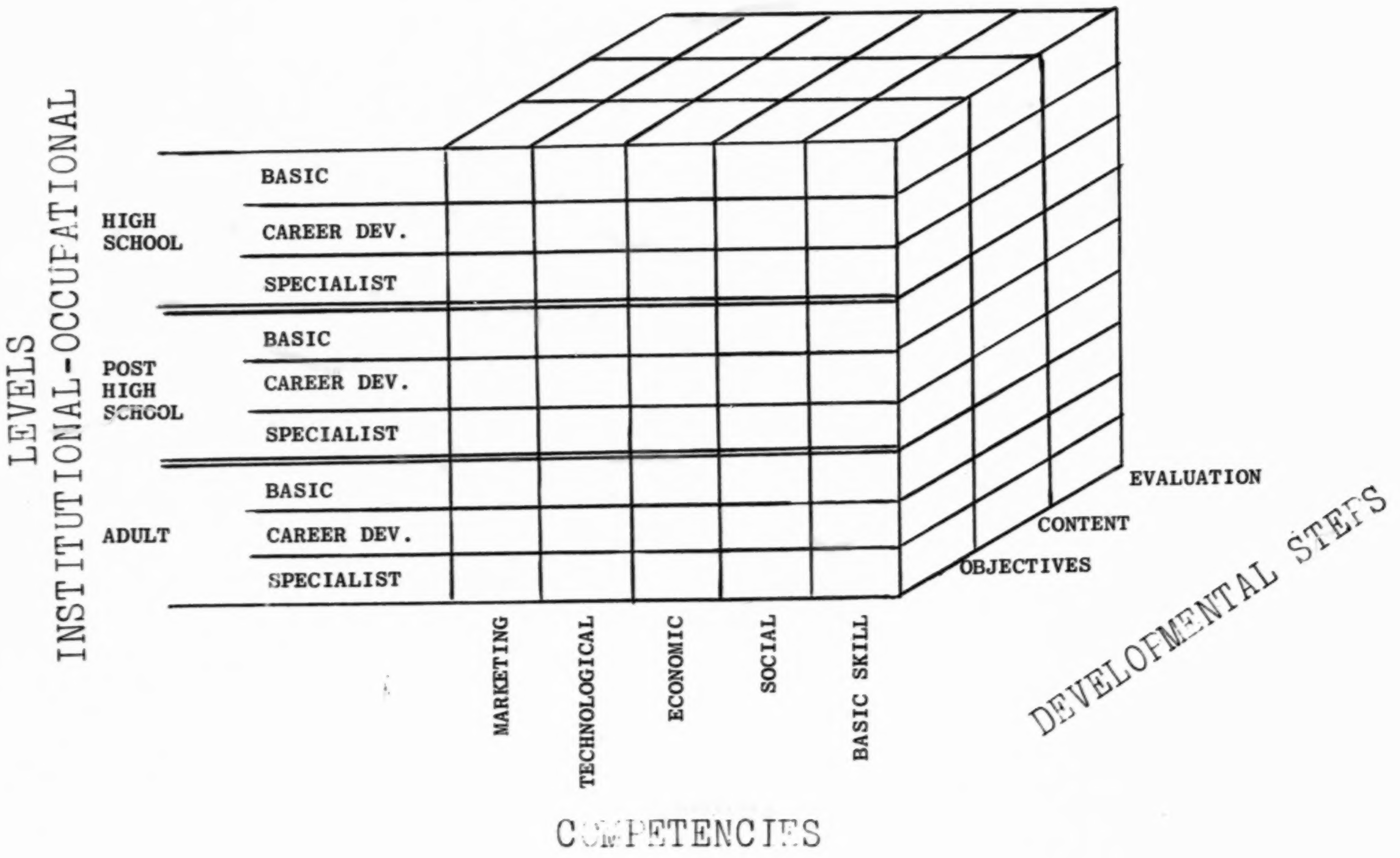
[21] U.S. Department of Health, Education and Welfare, Office of Education. Standard Industrial Classification for Use in Distributive Education. Washington: Government Printing Office, 1963, 12 pp.

a modification of a system that has proved effective and productive in biomedical research. Today in distributive education we have a collection of independent researchers and a system of research and development centers, regional laboratories and research coordinating units. It is believed that the proposed matrix can be utilized by all of the above individuals and agencies in the development and implementation of a massive and significant research effort which will yield minimum returns to our profession, our students, and our economy.

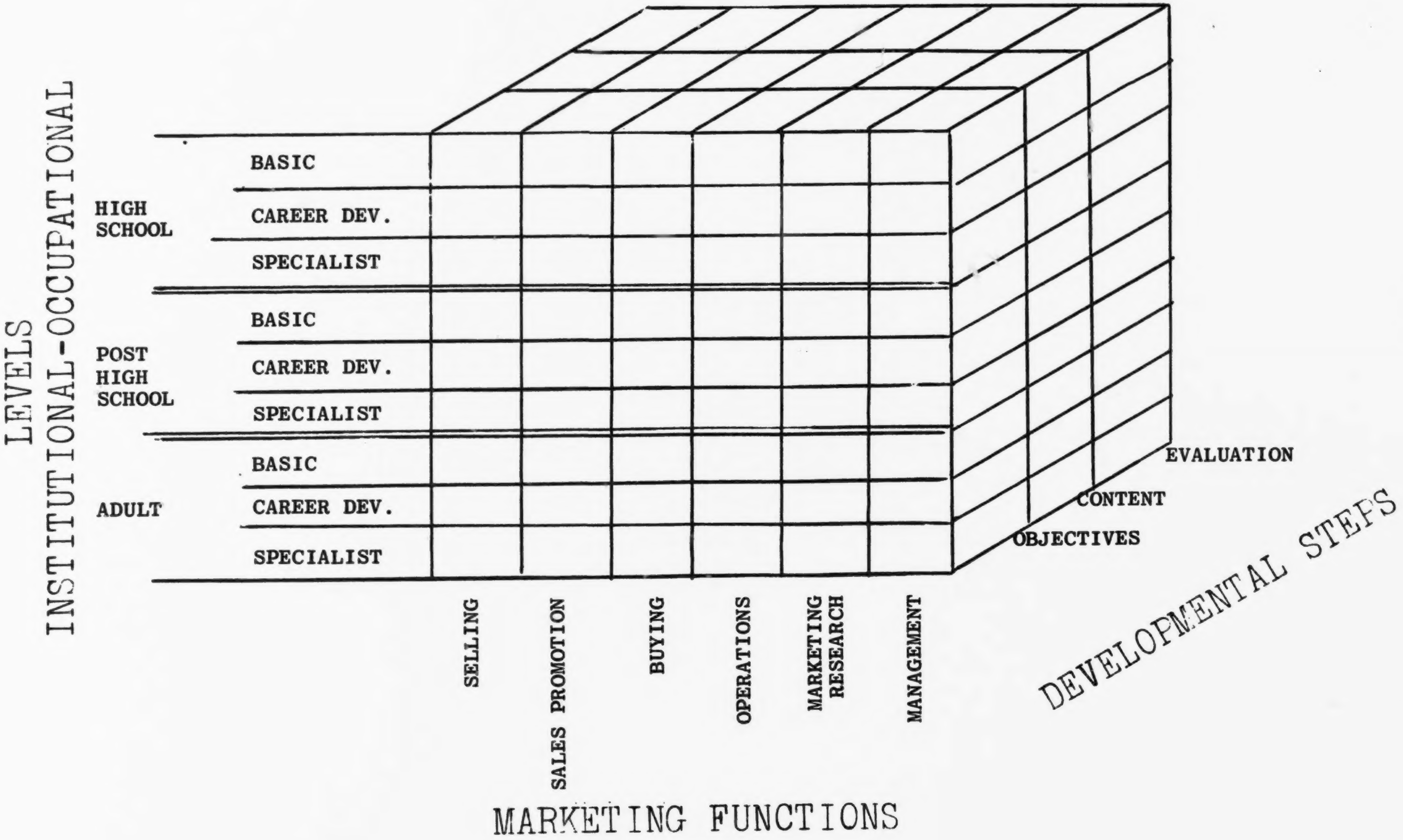
FIRST ORDER MATRIX OF DISTRIBUTIVE EDUCATION CURRICULUM RESEARCH


LEVELS
INSTITUTIONAL-OCCUPATIONAL
DEVELOPMENTAL STEPS
COMPETENCIES

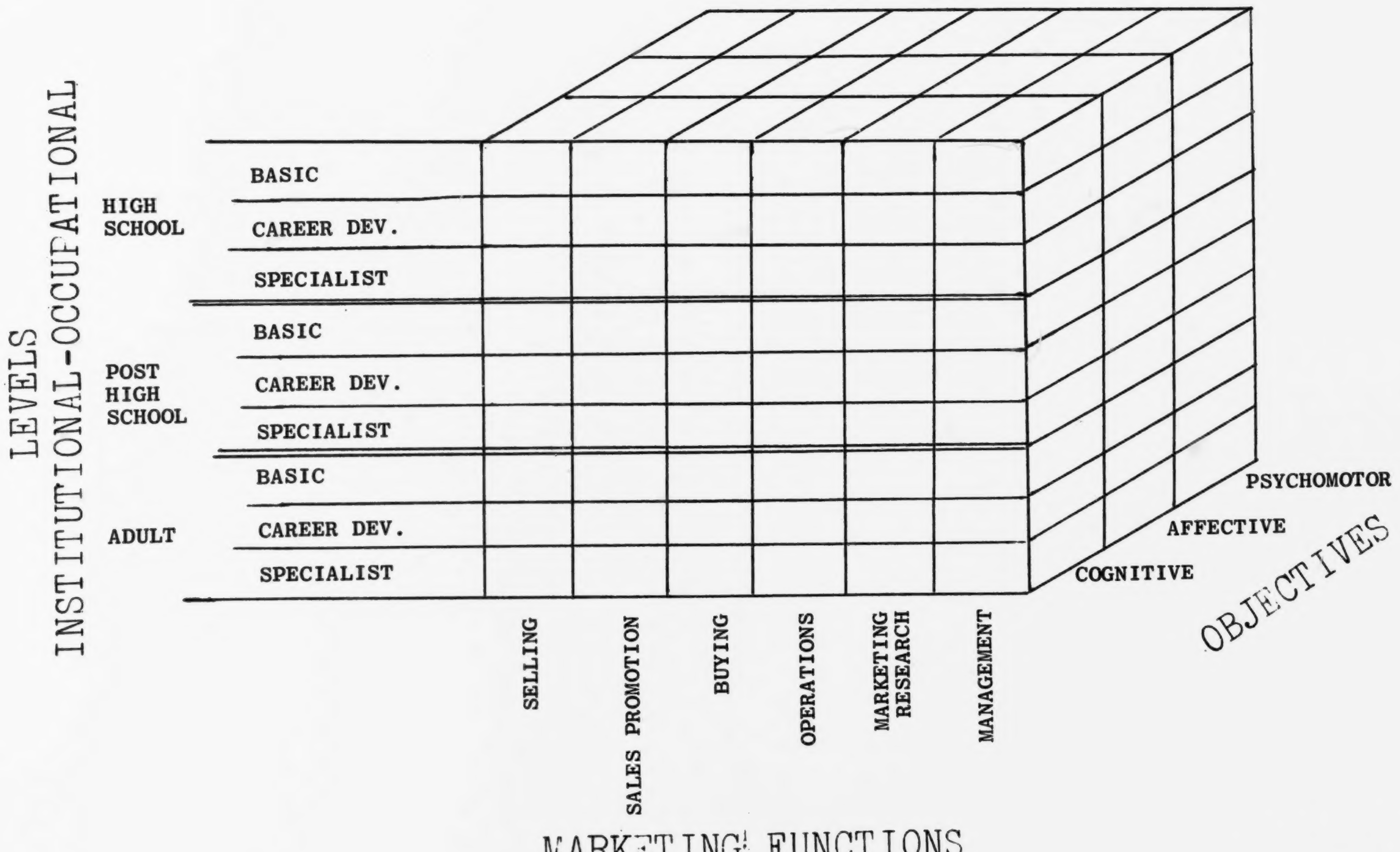
FIRST ORDER MATRIX OF DISTRIBUTIVE EDUCATION CURRICULUM RESEARCH AFFECTING LEVELS, COMPETENCIES AND DEVELOPMENTAL STEPS


LEVELS
INSTITUTIONAL-OCCUPATIONAL
HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
POST HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
ADULT
BASIC
CAREER DEV.
SPECIALIST
MARKETING
TECHNOLOGICAL
ECONOMIC
SOCIAL
BASIC SKILL
COMPETENCIES
OBJECTIVES
CONTENT
EVALUATION
DEVELOPMENTAL STEPS

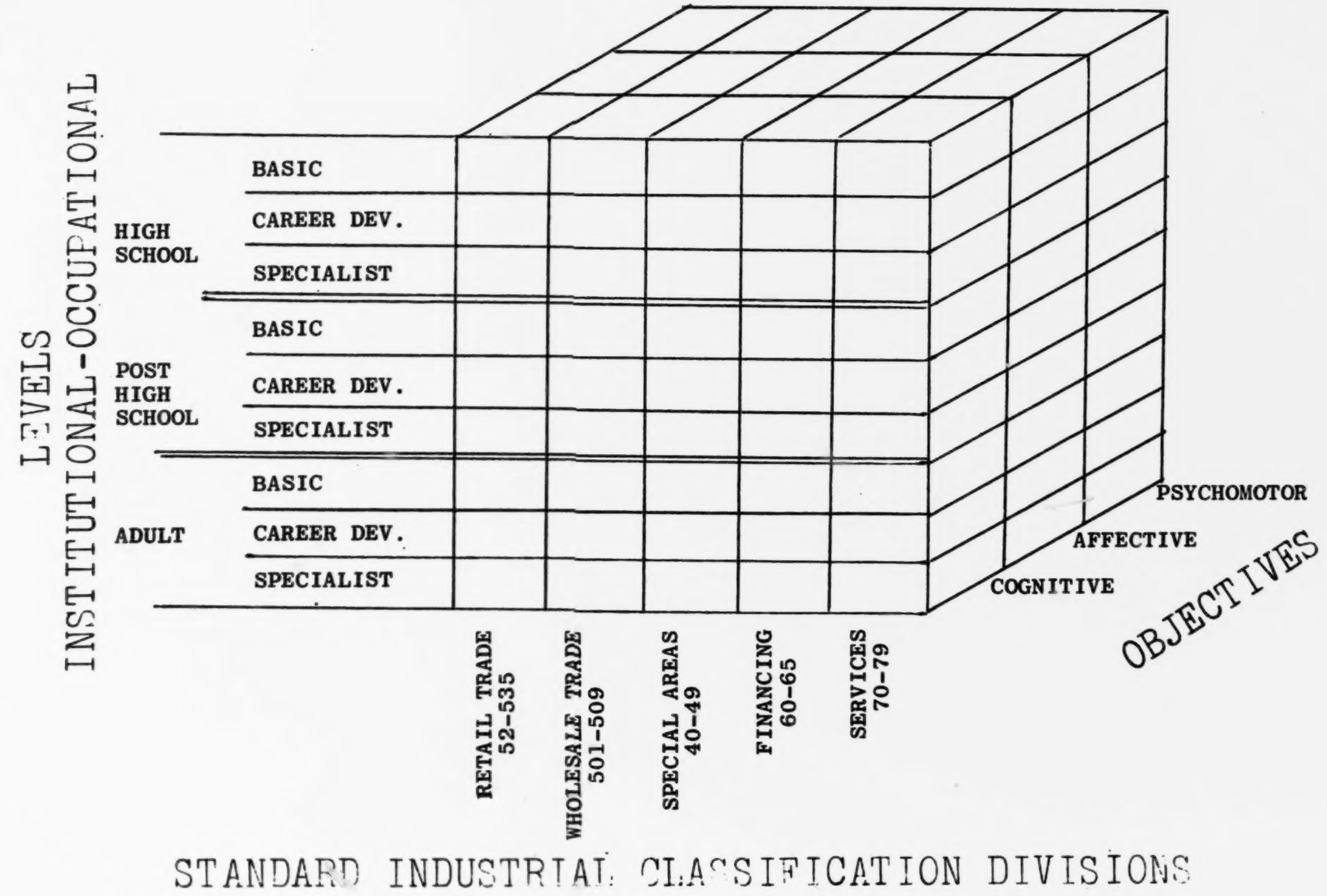
SECOND ORDER MATRIX OF DISTRIBUTIVE EDUCATION CURRICULUM RESEARCH ON THE MARKETING COMPETENCY


LEVELS
INSTITUTIONAL-OCCUPATIONAL
HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
POST HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
ADULT
BASIC
CAREER DEV.
SPECIALIST
SELLING
SALES PROMOTION
BUYING
OPERATIONS
MARKETING RESEARCH
MANAGEMENT
MARKETING FUNCTIONS
EVALUATION
CONTENT
OBJECTIVES
DEVELOPMENTAL STEPS

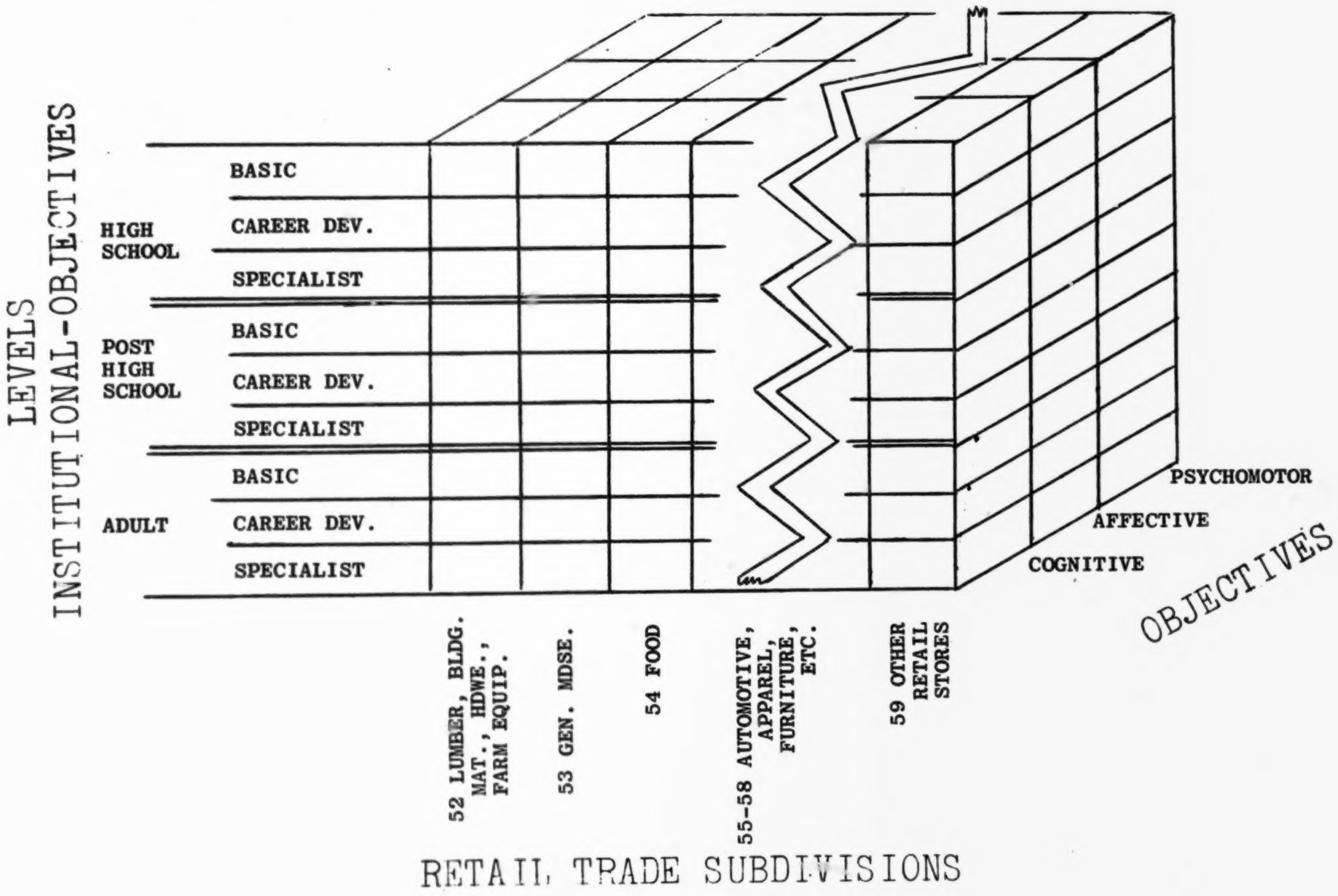
THIRD ORDER MATRIX OF DISTRIBUTIVE EDUCATION CURRICULUM RESEARCH ON OBJECTIVES IN THE MARKETING COMPETENCY


LEVELS
INSTITUTIONAL-OCCUPATIONAL
HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
POST HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
ADULT
BASIC
CAREER DEV.
SPECIALIST
SELLING
SALES PROMOTION
BUYING
OPERATIONS
MARKETING RESEARCH
MANAGEMENT
MARKETING FUNCTIONS
COGNITIVE
AFFECTIVE
PSYCHOMOTOR
OBJECTIVES

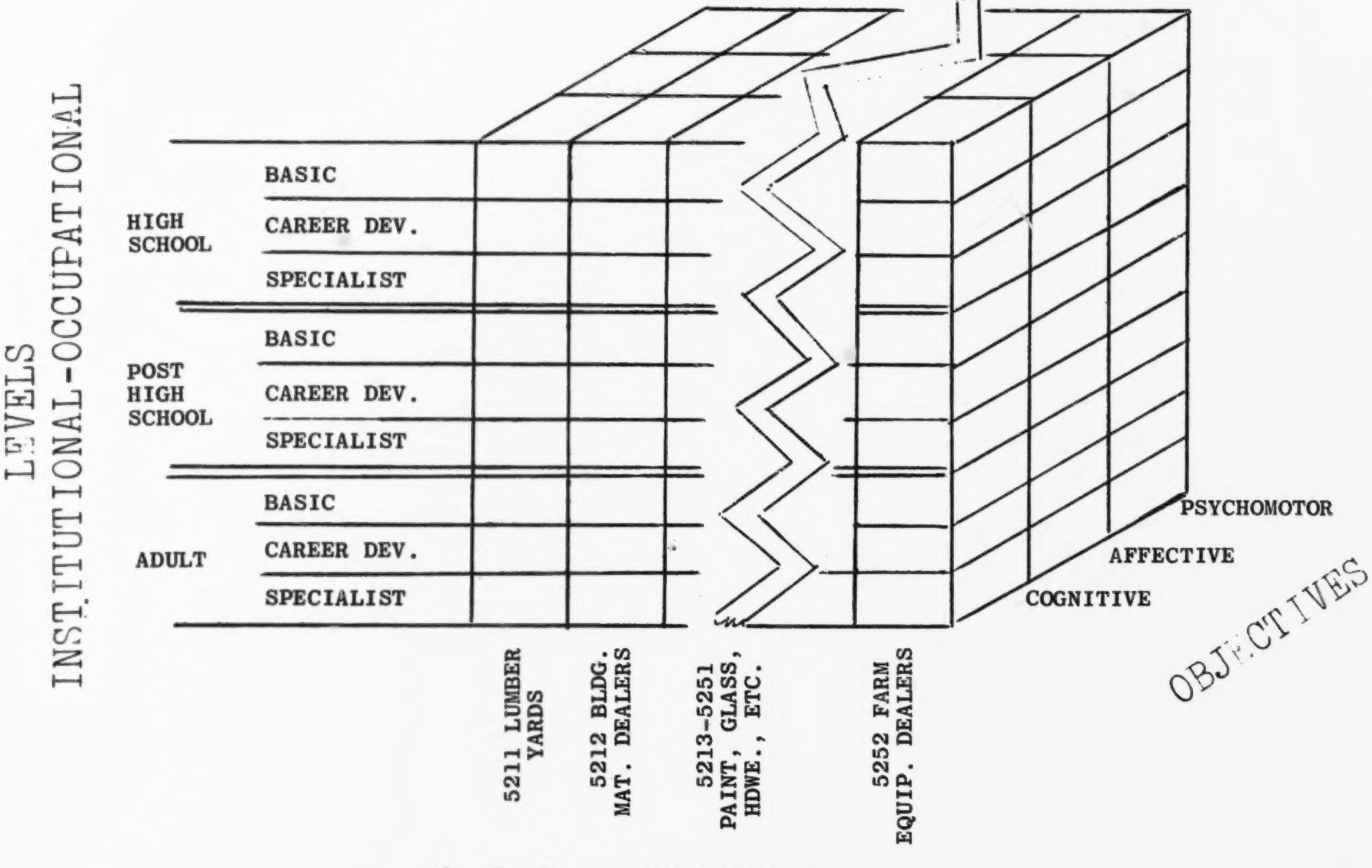
FOURTH ORDER MATRIX OF DISTRIBUTIVE EDUCATION CURRICULUM RESEARCH ON OBJECTIVES WITHIN THE SELLING FUNCTION BY S.I.C. DIVISIONS


LEVELS
INSTITUTIONAL-OCCUPATIONAL
HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
POST HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
ADULT
BASIC
CAREER DEV.
SPECIALIST
RETAIL TRADE 52-535
WHOLESALE TRADE 501-509
SPECIAL AREAS 40-49
FINANCING 60-65
SERVICES 70-79
STANDARD INDUSTRIAL CLASSIFICATION DIVISIONS
PSYCHOMOTOR
AFFECTIVE
COGNITIVE
OBJECTIVES

FIFTH ORDER MATRIX OF DISTRIBUTIVE EDUCATION CURRICULUM RESEARCH ON OBJECTIVES WITHIN THE SELLING FUNCTION OF THE RETAIL TRADE DIVISION


LEVELS
INSTITUTIONAL-OBJECTIVES
HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
POST HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
ADULT
BASIC
CAREER DEV.
SPECIALIST
52 LUMBER, BLDG. MAT., HDWE., FARM EQUIP.
53 GEN. MDSE.
54 FOOD
55-58 AUTOMOTIVE, APPAREL, FURNITURE, ETC.
59 OTHER RETAIL STORES
RETAIL TRADE SUBDIVISIONS
PSYCHOMOTOR
AFFECTIVE
COGNITIVE
OBJECTIVES

SIXTH ORDER MATRIX OF DISTRIBUTIVE EDUCATION CURRICULUM RESEARCH ON OBJECTIVES WITHIN THE SELLING FUNCTION OF DIVISION 52


LEVELS
INSTITUTIONAL-OCCUPATIONAL
HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
POST HIGH SCHOOL
BASIC
CAREER DEV.
SPECIALIST
ADULT
BASIC
CAREER DEV.
SPECIALIST
5211 LUMBER YARDS
5212 BLDG. MAT. DEALERS
5213-5251 PAINT, GLASS, HDWE., ETC.
5252 FARM EQUIP. DEALERS
PSYCHOMOTOR
AFFECTIVE
COGNITIVE
OBJECTIVES

S.I.C. SUBDIVISION 52
(LUMBER, BLDG. MATERIAL, HARDWARD, FARM EQUIPMENT)

Participants and Consultants in the Research Planning Seminar
National Council for Research and Leadership Development
Vocational-Technical Education
The Ohio State University, Columbus, Ohio
July 6-7, 1967

Buckner, Leroy M.
Florida Atlantic University

Crawford, Mrs. Lucy C.
Virginia Polytechnic Institute

Dannenberg, Raymond A.
Western Michigan University

Dorr, Eugene L.
Arizona State Department
Vocational Education

Farquhar, William W., Professor
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Michigan State University

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King, Joann
Assistant to Research Director
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Technical Education

Marks, Mary V.
U.S. Office of Education

Meyer, Warren G.
University of Wisconsin

Samson, Harland
University of Wisconsin

Vivian, Neal E.
The Ohio State University

CHAPTER XXI

TASK FORCE DEVELOPMENTAL ACTIVITIES

The purpose of the various task force activities was to provide an opportunity for the participants to use the research findings as a basis for curriculum decisions concerning each phase of the curriculum process.

Each member of the Seminar was assigned to one task force group in the professional area of the distributive teacher education curriculum and to one task force group in the technical area of the curriculum. Since one activity was to build on the previous activity, members remained in the same group throughout the week.

The phases of the curriculum process under consideration were constructing educational objectives; selecting subject matter; designing learning experiences; and designing evaluation measures. Prior to each task force session, Dr. Philip Tiemann, the guest lecturer for the entire Seminar, gave a presentation concerning the problem to be attacked in the task force groups. Dr. Harland Samson followed Dr. Tiemann's presentation on learning experiences with a paper concerning learning experiences suitable for prospective distributive education teacher-coordinators. Professor Warren Meyer presented a paper concerning evaluation devices appropriate for selected behavioral objectives in distributive education curriculums.

Approximately one-half day was devoted to task force developmental activities. The time was divided between the professional and technical areas.

Members of the task force groups worked under the direction of a consultant who had participated in the evaluation of the professional and/or technical competencies and objectives developed in the first two phases of the research. Dr. Larry Weber, a specialist in educational psychology, served as a special consultant concerning the teaching-learning process.

The task force members were given a selected portion of the professional and technical objectives as a basis for their curriculum decisions. Their first assignment was to evaluate the objectives in terms of clarity, appropriateness and completeness. The objectives had been grouped around a major topic and included a terminal objective and a series of enabling objectives. Each member of each group selected a topic from his assigned objectives and made suggestions regarding the objectives grouped under that topic.

The next step was to select subject matter to support the enabling objectives. Although a number of books were brought to the Seminar from the library and a number were made available by Southwestern and McGraw-Hill Publishing Companies, this portion of the task force activities was handicapped by lack of a large enough variety of resource materials.

Originally, it had been planned that the same pattern of independent work within the various task force groups would be followed in considering learning experiences and evaluation measures. However, the groups requested a change in procedure that would permit the task force group to concentrate as a group on learning experiences and evaluation devices for accomplishing one or more of the objectives concerning one topic assigned to that group. It was further suggested that all of the time allotted to the task force consideration of learning experiences and evaluation measures be devoted to topics in the professional area. It was pointed out that this suggestion was made only to allow ample time for discussion concerning the selected topic and not to minimize the need for the same consideration of topics in the technical area.

Since the focus of the task force activities was on the process instead of the product, the work of the eighteen task force groups is not included in this report. Two examples of the curriculum process applied in the professional area and two in the technical area may serve as illustrations of the way the task force groups worked.

The first illustration is from the professional area--Methods of Teaching. Under the topic, "Variety of Techniques," the terminal objective was at a high level of complexity in the affective domain. Recognizing that the competency implied in this objective would be developed over a period of time extending from the first professional course through student teaching, the example includes the following steps in the curriculum process: (1) the selection of one enabling objective for which three specific objectives were constructed; (2) a topical outline of subject matter related to the specific objectives; (3) suggestions for learning experiences to develop the competency; (4) and suggestions of evaluation devices. The reader will note that the subject matter, learning experiences and evaluation techniques extend beyond a single course. The learning experiences include "in class" and "off campus" activities.

ILLUSTRATION 1. AREA--METHODS OF TEACHING[11]

Topic - Variety of Techniques

Terminal Objective - The D.E. teacher-coordinator will have a conviction about the value of using a variety of teaching techniques when he:

One Enabling Objective - 1. Feels strongly that routine methods of instruction (ex.: drill, memory) are not feasible for accomplishing many educational goals.

Specific Objectives-
- a. Will be able to use methods of instruction which allow for student participation.
- b. Will be able to grant student requests for individualized instruction.
- c. Will be able to judge when to allow the class to digress from established class routine.

Content Outline -
- I. Identification of behaviors to be learned.
- II. Appraisal of current performance levels of individual class members.
- III. Knowledge of learning methods and sources to be used after the student completes his formal education.
- IV. Knowledge of learning methods available at the time and the type of behavior each generates:
  - A. Families of learning methods
    - 1. Occupational content methods
    - 2. Active Problem solving methods
    - 3. Demonstration and practice methods
    - 4. Audio-visual methods
    - 5. Auditory-verbal methods
    - 6. Reading and writing methods
    - 7. Measuring and evaluating methods
  - B. Project methods
    - 1. Individual projects
    - 2. Group projects
    - 3. Joint class project
    - 4. Creative projects
- V. Knowledge of group structure and interpersonal relations.
- VI. Knowledge of individual differences.

Learning Experiences-
- 1. Students observe two high schools classes in terms of gathering information such as:
  - a. The number and type of learning methods used by each teacher
  - b. Student interest in the material covered
  - c. Charting of student participation
  - d. Room arrangement
  - e. Teacher-student relationship

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[11] See pages 1199-1201 for complete set of objectives concerning this area. See page 1200 for objectives concerning the topic, "Variety of Techniques."

Follow with student-teacher planned panel in which the choice of method is appraised in light of student's development of performance objectives.

2. Teacher example: The teacher uses a well-planned variety of learning methods in teaching professional courses and in seminars reveals the rationale for his choice of methods and conducts a discussion of ways in which the instruction can be improved in light of the individual differences among class members.
3. Teacher starts methods class in traditional teaching manner. After a few class meetings he assigns teams of two students to take charge of portions of the class period. Eventually students are assigned to plan and conduct the entire class meeting which is critized by class members.
4. Hold seminars on video tapes of student teachers in action focusing on choice of learning methods and techniques in administering them. Place emphasis on teacher's alertness to class as to when and how to switch learning methods.

Evaluation -

1. Students use Flander's scale in rating teaching performance of a video-taped lesson that has been rated by competent persons and compare their rating with the experts.
2. On a written test students place in a continuum the learning methods studied ranging from maximum to least student involvement.
3. Students write the types of outcomes that can normally be expected from each of the learning methods used and how these behaviors can be used in performing the duties and responsibilities of distributive occupations.
4. Essay examination on a question such as: "My feeling about using a variety of teaching techniques in teaching a high school D.E. class is . . . .?"

This example is from the professional area--Coordination. The terminal objective under the topic, "Selection of Training Stations," was at the application level of the cognitive domain. Steps in the curriculum process illustrated in this example were: (1) the selection of one enabling objective from the five considered necessary for accomplishing the terminal objective and the construction of two specific objectives; (2) the selection of subject matter, (3) suggestion of a learning experience; and (4) several suggestions of ways of measuring the learning outcomes.

It is interesting to note that the suggested learning experience may be a field experience or a role-playing experience and may serve as a basis for evaluation.

ILLUSTRATION 2. AREA--COORDINATION[12]

Topic - Selection of Training Stations

Terminal Objective - The D.E. teacher-coordinator will have the ability to select and maintain training stations that provide the best possible training for individual students depending on their needs and vocational goals when he is able to:

One Enabling Objective -

1. Feel strongly that in selecting training stations for distributive education students, every effort should be made to select those most likely to provide occupational and educational opportunies in keeping with the student's capacities, interests and goals.

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[12] See pages 1220-1223 for complete set of objectives concerning this area. See page 1220 for objectives concerning the topic, "Selection of Training Stations."

Specific Objective -
- a. Can clearly determine the experiences that may be provided by the training station.
- b. Identify the levels of the experiences that may be provided.

Content Outline -
- I. Ways of determining experiences new training stations can provide
    - A. Obtain from management their suggestions of the learning experiences desirable for a student with a given occupational goal
    - B. Gain agreement from management which of the desired experiences they can provide:
        - 1. extensively
        - 2. somewhat
        - 3. minimal
    - C. Confirm in presence of management and potential sponsor which experiences they will provide.
- II. Ways of determining experiences established training stations can provide
    - A. Review experiences provided previous students
    - B. Prepare a checklist of experiences you expect them to provide
    - C. Obtain management's suggestions on learning experiences for a student with a given occupational goal
    - D. Add or delete experiences on checklist
    - E. Gain agreement from management which of the desired experiences they can provide:
        - 1. extensively
        - 2. somewhat
        - 3. minimal
    - F. Confirm in presence of management and potential sponsors which experiences they will provide.

Learning Experiences - Given a full description of a student (personal and education data, family background and occupational objective), the coordinator in training will: Conduct a personal interview with three store managers following the procedures above and make a selection of which firm could best provide the experiences needed by the student. (Role playing the interviews may be substituted for actual interviews.)

Evaluation - The learning experience above may be used as a performance evaluation or one or more of the following paper and pencil evaluations may be used:

1. Given a case problem describing a student and three possible training stations determine which training station would be most appropriate and defend your conclusion.
2. Given a specific training station with management characteristics described explain how the coordinator should proceed in making a determination of the experiences the firm could and would provide.
3. Describe what is meant by extensive provision, somewhat provision, and minimal provision, of a learning experience.

This illustration is from the technical area--Human Relations. The terminal objective under the topic, "Working Environment," is at the evaluation level of complexity in the cognitive domain. The enabling objective chosen in the example is one of five enabling objectives. It is important to note that the accomplishment of the terminal objective would be not expected until the student in the undergraduate curriculum had developed a degree of proficiency in the competencies implied in all five of the enabling objectives. The following example is limited to one enabling objective at the comprehension level of the cognitive domain. For a single course, this terminal objective might become the enabling objective. In this example, two specific objectives were constructed, a topical outline of subject matter was developed; a learning experience involving field interviews was designed; and a test item was prepared.

ILLUSTRATION 3. AREA--HUMAN RELATIONS[13]

Topic - Working Environment

Terminal Objective - The D.E. teacher-coordinator will have the ability to evaluate the importance of a pleasant working environment when he is able to:

One Enabling Objective - 1. Indicate the factors which stimulate a pleasant working environment.

Specific Objectives -
a. Identify which factors would be most important in a given situation.
b. Identify which factors tend to promote what feelings within workers.

Content Outline - I. Factors which influence working environment
- A. Recognition of individual differences
- B. Recognition of individual expectations
- C. Observable concern for employee welfare
- D. Organizational policies and planning
- E. Physical surroundings
- F. Communications flow
- G. Make-up of working group
- H. Nature and scope of work assignment

Learning Experiences - Conduct field interviews with three employees of different retail firms asking no less than five questions of each to determine what they feel are the most significant factors that influence their working environment. Prepare the results of the field interviews as a written report with your own observations as to similarities and differences of views of the three persons interviewed.

Evaluation - In a paper and pencil test the student should be able to list and describe at least eight significant factors that influence the working environment.

This illustration is from the technical area--Product and/or Service Technology. One of the topics assigned the task force group dealing with this area of competency was "Merchandise Facts Found in Advertising." The example of steps in the curriculum process includes: (1) the selection of one enabling objective for which a specific objective was constructed; (2) a topical outline of subject matter required; (3) suggestions of two appropriate learning experiences; and (4) a test item based on the specific objective.

The enabling ond specific objectives in this example are at the comprehension level of cognitive domain. Task force members were reminded that curriculum decisions in the technical area should be based on the assumption that in order for the prospective distributive education teacher-coordinator to develop identified competencies in distributive workers he would first have to demonstrate a degree of proficiency in those competencies himself. The problem in the technical area of the distributive teacher education is not only to insure the knowledge of appropriate subject matter, but to provide learning experiences and evaluation devices which may suggest experiences the high school D.E. teacher-coordinator may include in his high school distributive education curriculum.

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[13] See pages 1259-1263 for complete set of objectives concerning this area. See page 1262 for objectives concerning the topic, "Working Environment."

ILLUSTRATION 4. AREA--PRODUCT AND/OR SERVICE TECHNOLOGY[14]

Topic - Merchandise Facts Found in Advertising

Terminal Objective - The D.E. teacher-coordinator will have the ability to evaluate the usefulness of information gained from advertising when he is able to:

One Enabling Objective - 1. Identify the uses of advertising information to the salesperson.

Specific Objective - Given a list of the uses of advertising information for the salesperson the student will be able to identify four uses of advertising information in a pencil and paper test.

Content Outline -

I. Types of information continued in a variety of ads.
   A. Copy
   B. Illustrations
   C. Price
II. Uses of various types of merchandise information obtained from ads.
   A. Use in personal selling
   B. Use in display

Learning Experiences -

1. Student selects three products and prepares a product information manual based on advertising of all types of such as newspaper, television, billboards and mail order catalogs. This will include advertising of competive product lines as well as the merchandise they sell. From the charts they will list the benefits from the product features and evaluate the selling sentences.
2. The teacher will video-tape three selected TV-ads, which the class will analyze as to user benefits, product information, rational and emotional appeals, and demonstration techniques. Students will use the information in preparing a TV-ad which they will act out for the class and explain their rationale. The "TV" act can be reconstructed with the use of caass suggestions.

Evaluation -

1. (See Specific Objectives)
2. The teacher will project a transparency of a newspaper ad and ask the students to describe four uses of the ad in retailing. (Video-taped ad can be substituted for the newspaper ad.)

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[14] See pages 1275-1278 for complete set of objectives concerning this area. See page 1276 for objectives concerning the topic, "Merchandise Facts Found in Advertising."

Summary

These few illustrations from the work of the Task Force Groups show the tedious, time-consuming efforts required in sound curriculum development. The reader should note that each example is only a fragment concerning one topic and that the topic is only one of several included in each of nine professional and nine technical areas.

Although the task force members worked feverishly both individually and as a group, they found the assignments frustrating at times because the emphasis was on a particular step in the curriculum process rather than on the production of a complete curriculum guide.

Some task force members found selecting subject matter and evaluation devices to accomplish objectives in the affective domain more difficult than selecting subject matter and evaluation devices to accomplish objectives in the cognitive domain. However, it soon became evident that attitudinal changes could be accomplished as students gain more knowledge and as they have an opportunity to apply what they have learned in "real-life" situations. If the attitude suggested by the objectives is to be accomplished, a conscious effort must be made to insure the inclusion of appropriate subject matter and learning experiences. Although evaluation of affective behaviors is admittedly more difficult than the evaluation of cognitive behaviors, it was agreed that distributive teacher educators should continue to seek effective measures for evaluating attitudes. In practice sessions, task force members made a start in this direction.

The individual and group assignments to task force members seemed to accomplish the purpose of the task force sessions: to provide an opportunity for participants to practice using the research findings in developing a distributive teacher education curriculum.

CHAPTER XXII

EVALUATION OF THE NATIONAL DISSEMINATION AND INTERPRETATION SEMINAR IN DISTRIBUTIVE TEACHER EDUCATION CURRICULUM DEVELOPMENT

The evaluation of the Seminar is composed of three parts: (1) An evaluation by the Seminar participants at the close of the Seminar; (2) An evaluation of the Seminar by Seminar participants six months later; (3) A suggested plan for evaluation five years hence.

At the close of the Seminar each participant completed a questionnaire designed to give the Seminar Planning Committee an indication of the strengths and weaknesses of the Seminar program and task force activities. The results of the evaluation were as follows:

SUMMARY OF PARTICIPANTS' EVALUATION AT CLOSE OF SEMINAR[15]

I. How realistic and attainable were the objectives of the Seminar? (Check One)

Easily Attainable	Capable of being Accomplished	Minimally Practical	Could be Attained, but in Another Way	Impractical	Omitted
2	33	1	2	0	3

II. Please indicate how valuable the treatment of each of the following General Seminar topics was to you. (Check one for each topic.)

	Very Valuable	Of High Value	Of Moderate Value	Of Limited Value	Of No Value	Omitted
1. Philosophy--The Foundation of the Competency Pattern	18	13	5	5	0	0
2. Pertinent Findings of the Research Study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."	29	10	1	1	0	0
3. The function of objectives when constructing a curriculum. (Film)	11	14	13	3	0	0
4. Deriving instructional objectives. (Slides)	8	13	17	3	0	0
5. Evaluation in Terms of Behavioral Objectives	10	19	9	3	0	0
6. Evaluation in Terms of Performance	16	16	8	1	0	0
7. Attitude: Objectives and Evaluation	6	20	12	3	0	0
8. Designing Learning Experiences	9	18	11	3	0	0

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[15] Evaluation Form in Appendix B.

	Very Valuable	Of High Value	Of Moderate Value	Of Limited Value	Of No Value	Omitted
9. Learning experiences in Distributive Teacher Education	18	15	6	0	0	2
10. Implications for Further Research	27	9	3	0	0	2
11. Guidelines for Organizing a Teacher Education Curriculum	18	16	2	1	0	4

III. Indicate the effectiveness of your task force groups in relation to the developmental activities of the Seminar by checking one of the following:

	Very Effective	Effective	Fairly Effective	Ineffective
Professional	8	24	9	0
Technical	10	22	9	0

Participants were generous in their praise of the planning and execution of the Seminar. Their comments showed appreciation for the social events during the week as well as for the professional activities. A few comments were:

Profitable experience!

Dr. Weber proved a prize catch! Gained tremendously from group session with him.

Excellent job--in the research--in conference planning--in conducting the conference

Well done--excellent planning and execution, hospitality

Most rewarding conference in career as Teacher Educator

Spirit of conference wonderful

Fruitful seminar. Accomplished our objectives.

More conferences of this type--teacher educators communicate, agree, search activities, share instructional ideas.

Many of the comments provided helpful suggestions and observations that may prove beneficial in planning future institutes of this kind. A few of the comments, some of which were repeated by several are quoted below:

Prior orientation to the task-assigned reading--in this case, Mager, research papers, etc.

Where people are assigned to content areas let them know in advance so they can bring along materials developed. (Specific pre-conference assignments to bring people to the same level of competency)

Clearer definition of Seminar objectives at beginning.

Standardize terminology at beginning of Seminar so as to facilitate communications.

More time on report of the research project.

General topics helpful.

Group sessions and major presentations most valuable.

Visuals should relate "directly" to D.E. or V.E.

Structure future seminars so that actual production of teacher education curriculum material can be produced by those attending.

The "process" activity often becomes a practice without meaning except as a "process."

Rotation of group members.

Liked the unstructured task force sessions (frustrating at times but real progress resulted).

Specific instructions cut-down on frustration, but it is felt that the objective was to allow us to follow the process we will be using to evaluate and utilize the study.

Discussion and activity of task force group was stimulating and helpful.

Need for specific process examples. Daily hook-up and projection to next step in process.

More time be spent designing learning experiences.

Need connection and application and help in putting theory of seminar into practice.

Task force leaders might come a day early for training in major concepts and orientation to and with visiting scholar.

Real evaluation will come later when this material is applied in the respective institutions.

Six months after the Seminar, each participant was mailed a questionnaire to ascertain the impact of the Seminar and/or research findings. Questions included "What changes have been made to date?" "To what extent have you shared the information from the Seminar?" "Are you engaged in or are you directing any research related to this research study?" "What other impacts do you feel your participation in the Seminar has had?" "What are your problems and concerns?"

The response to the request for this evaluation was excellent.[16] A summary of the evaluation follows.

INFLUENCE, TO DATE, OF THE NATIONAL SEMINAR

QUESTION I:	What changes influenced by the Seminar and/or research findings have been made in the professional course offerings included in your curriculum?
SAMPLE RESPONSES:	"The definition and basic beliefs were used throughout the course as an overview of course, philosophy and objectives."
	"The teaching critical tasks were used as criteria for evaluation of teaching methods."
	"The critical tasks, particularly those of coordination and operation and administration are being used as a framework for development of an understanding of the factors involved in organizing and administering a cooperative program."

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[16] Evaluation Form in Appendix B.

"Restructured all objectives directly related to guidelines provided in Seminar materials."

"Evaluation changed to more emphasis on student projects rather than essay testing."

"Each student provided with research findings."

"Changes in objectives and learning experiences. Moved away from what had been a heavier historical approach."

"More emphasis on identified competencies required of coordinators."

"Used Volumes 2, 3, and 4 of the research as raw material for development of program objectives."

"Emphasis of entire course placed on higher plane with more purpose and cohesiveness."

"Technical competencies used as a check-list in planning job experiences and training plan."

"Papers obtained at Seminar are made required reading in certain courses."

"Students are required to incorporate competencies and objectives in unit plans and lesson plans."

"Use technical competencies as guidelines and as resources in planning display course."

QUESTION II: Do you anticipate any changes?

SAMPLE RESPONSES: The responses showed that a number of new courses were being proposed and that the research findings were helpful in the ways indicated in the responses to Question I.

QUESTION III: To what extent have you shared the information from the Seminar?

SAMPLE RESPONSES: Participants used a rating scale to indicate the degree to which they had shared information. The 28 respondents who completed this question answered as follows:

	Low 1	2	3	4	High 5
A. Informed appropriate colleagues at your institution?	1	0	10	10	7
B. Informed departmental administration?	3	4	8	8	5
C. Informed state Distributive Education supervisory staff?	3	2	5	10	8
D. Informed distributive education teacher-coordinators?	2	2	12	6	6

QUESTION IV: Are you engaged in, are you directing, or are you planning any research related to the findings in the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education?"

SAMPLE RESPONSES: "Building Performance Criteria from the Competencies and Using Alternative Routes to Accomplish These Criteria."

"Will use the guidance section of the research findings in study, 'Student Personnel Needs of Adult, Part-Time, Occupational Technical Students Attending Evening Classes in Virginia Community Colleges.'" (Doctoral Dissertation in progress)

"Many Distributive Education students, undergraduate and graduate, are now using and will use the findings in research projects of varying degrees of sophistication." (Several made statements similar to this.)

"Study dealing with the teaching at high school level in a technical competency area."(Doctoral proposal)

"Research designed to develop projects based upon competencies developed by the research study." (Proposal)

"Curriculum Development in the Middle Management Program"

"Follow-up of student teachers who had courses including objectives and learning experience."

"A master's candidate is working with competencies in human relations area with the goal of developing a test of competencies in this area."

"Encouraging M.A. candidates to examine this study for pobsible replications or for developing curriculums."

"Students will be encouraged to select a row or column of cells from Matrix proposed by Neal Vivian."

QUESTION V: What other impacts do you feel your participation in the Seminar had?

SAMPLE RESPONSES: "I will be teaching a curriculum class this summer based upon the 'systems' approach. Much of the information you have developed will be used--especially in the occupational analysis unit."

"The seminar has had an influence on my development of objectives for units of study in the D.E. high school curriculum. It has made me more aware of 'concept analysis.'"

"It gave me some real tools to do my job of structuring curriculums, writing courses--objectives, outlines, testing, etc. Most of all, it gave me more confidence and pride in this field of teacher education."

"Made us review existing research in more detail. Made us aware of possible activities in the future. We also now feel we aren't too far "off-base."

"Anticipate utilizing this research in one and five year plan for teacher education. Will use as reference in developing teacher education guidelines for Tennessee State Plan."

"Curriculum restructured as a result of the seminar."

"The ideas of Dr. Tiemann seemed to arouse a desire to program more of the learning experiences of my students. The need for a sequence is there; the time is not. I have been more aware of outcomes than ever before."

"Seminar was most helpful to us in our teacher education program. The speakers, consultants, conference material, reports you have given to us, all have been a big help."

"Using the technical areas of Post-Secondary Curriculum project. This helped me in objective writing."

"Broadened my scope of thinking."

"The seminar helped those of us in Distributive Teacher Education 'jell' our thinking quite a bit; to find out what the other person is doing; and, I feel it helped head us more in a united direction."

"A greater appreciation for the fact that we must keep close to the needs of business in order to make our offerings more realistic and in line with the needs of business. Consequently, I feel similar studies will need to be undertaken periodically to update our thinking. The conference served to have all of us reappraise our position and our offerings."

"Seminar did a great deal to give me additional motivation to improve our present program; also, a great deal of added information was gained."

"As described elsewhere, the most significant impact of this seminar hopefully will be the setting in motion of a long range continuing program of curriculum research. Such a program would involve D.E. leaders and instructors throughout the nation."

"As a new teacher educator, I felt that it gave me invaluable information in regard to the important elements to be emphasized in our new program and will help me to relate to other departments areas of importance to our students."

"It has made us aware of the need to continually evaluate our content of courses."

"We have completed short half-day and evening in-service workshops for groups of 6-15 coordinators using the objectives in basic beliefs as starting points for competencies to be developed through DECA activities. We are about to launch a curriculum revision project starting with the advertising area. This entails use of the competencies and critical tasks from the Crawford study, also the techniques of formulating objectives given at the August Conference in Blacksburg. We are glad that the Crawford study included the analysis of positions for the first and second promotions. This makes possible the use of the data for post-high programs. The study is somewhat limited by including only eight occupational areas but this does not mean that we are the least bit dissatisfied. It would be great to have studies for positions in D.E. in addition to that of the teacher coordinators of High School programs."

"The Seminar has given me the opportunity to rethink our curriculum construction patterns and practices."

QUESTION VI: What are your problems and concerns?

"I am very much interested in undertaking research indicated in Dr. Vivian's matrix, but must complete my dissertation first."

"Lots of them--but not from the Seminar."

"Implementing all findings into five quarter-hour course structures."

"That competencies related to DECA are not in research."

"That perhaps I am not doing all that my people are entitled to as prospective coordinators."

"It takes time to make changes "on the record" such as course titles, but immediate changes can be made in course content and procedures."

"Time and energy--I would like to do more with this because it has so much relevance."

"Basically I'm concerned about the direction of the technical content area in marketing. This is very difficult to control and I can foresee the distributive education teacher education department teaching most of the content courses in the future. I'm not sure this is 'good' because students need broad exposure; but the Business Administration department in some accredited institutions seem more concerned with training corporate presidents, and our D.E. majors come out with very little background material to assist in operating a secondary or post-secondary D.E. program."

"I hope the enthusiasm and interest generated at your seminar does not die or fade, but that we in the D.E. community will continue and expand upon your work."

"Our major problem in fulfilling the needs shown in the research is the development of the Technical Teaching Competencies, since we are involved directly in only the professional education classes and technical areas are within other departments."

"Where can we cut down our many other activities to provide more time for course revision and research?"

"Concerned about implementation of curriculum in older programs. Not a problem for new problems but very difficult with older teacher-coordinators and administrators."

DR. HURT'S SUGGESTIONS FOR EVALUATION

At the closing session of the Seminar, Dr. Mary Lee Hurt, research specialist, U.S. Office of Education gave some guidelines for organizing a distributive teacher education curriculum. Her suggestions form the basis for both short and long term evaluation of the impact of the research and/or Seminar on distributive teacher education curriculum development. Dr. Hurt challenged the participants with the following specific objective:

> "Within a 5-year period the distributive teacher educators attending the Seminar will be offering a curriculum in the preparation of beginning distributive education teacher coordinators which will result in an 80% proficiency level of achievement (based on follow-up rating forms) in relation to 95% of the objectives identified in the Competency Pattern study."

Some of the strategies suggested for accomplishing this objective were:

I. Inform appropriate distributive education and vocational education personnel about the research findings.

II. Using the instructional objectives identified in Phase II of the Competency Pattern study, compare existing curriculum:

  A. Accept
  B. Reject
  C. Identify gaps
  D. Identify avenues for attaining objective
    1. In class
    2. Occupational experience
    3. Student teaching
    4. Other experiences

III. Inform colleagues in general professional and technical areas within the college or university.

  A. Seek cooperation in redesigning content courses
  B. Involve in analysis, identification of gaps, changes needed, etc.

IV. Steps in curriculum revision

  A. Revise
  B. Try-out
  C. Evaluate
  D. Revise, try-out and evaluate

Dr. Hurt suggested the following plan for evaluation in terms of the objective:

A. By December 31, 1968, evaluate findings from Seminar of Developmental activities.

B. By September, 1973, secure a small grant so that participants in seminar and a sample of beginning distributive education teacher coordinators may be observed on the job. A rating form will be used to review teacher education curriculum and behavior of graduates on the job. One-fourth of each group should be observed by Lucy Crawford, Warren Meyer, Harland Samson and Mary Marks, leader and consultants throughout this study.

Dr. Hurt challenged the Seminar participants to have, by 1973, one-third more prospective teacher coordinators enrolled in distributive education curriulum.

EVALUATING NEED FOR FURTHER RESEARCH

One of the purposes of the Seminar was to focus attention on the implications for further research based on the findings of this research project. Following Dr. Neal Vivian's presentation, "Implications for Further Research," Mary Marks, Program Specialist, U.S. Office of Education, as one of a panel of four reactors, gave suggestions concerning several approaches to further research. Her suggestions should become a basis for future evaluations of the scope of our research efforts. The suggested approaches include:

I. Relationship of Distributive Education Research Program to Some Issues in Distributive Education

  A. Distributive Occupations

    1. Image
    2. Requirements
    3. Current and Projected Opportunities

B. Development of Curriculum Options

  1. High School
  2. Post High School
  3. Adult

C. Availability of Distributive Teacher Education Services (Pre-Service and In-Service)

  1. Qualifications of potential candidates
  2. Accreditation
  3. Certification

D. Out-of-School Youth and Adults

II. Relationship of Distributive Education Research Program to Concerns in Vocational Education

A. Evaluation of Vocational Education

  1. Knowing what has been accomplished
  2. Cost effectiveness in vocational education
  3. Quality of education

B. Inter-disciplinary Solutions

  1. Support courses
  2. The individual's needs

C. Research in Vocational Education

  1. Dissemination and Interpretation
  2. Implementation
  3. Number and nature of proposals
  4. Representation of vitality of field of education

D. Systematic Approach to Program Planning and Development

III. Relationship of Distributive Research Efforts to National Priorities and Issues

A. Dropouts

  1. Career-centered curriculum

B. Special Problems of the Cities

  1. Mass of disadvantaged ethnic groups
  2. Potential for disorder
  3. Administrative problems
  4. Contributions of education to solution of problems

C. Unemployed and Underemployed

Miss Marks concluded by saying, "The focus of our distributive education research program, as I believe it should be, is outward. Therefore, the major criterion I would apply in the selection of further research activities would be the contributions the research from Neal Vivian's proposal curriculum matrix and from each section of the Crawford Competency Pattern study will make to the solution of problems uppermost in the minds of decision-makers and clients influencing the very destiny of distributive education."

CHAPTER XXIII

SUMMARY

The Problem

The purpose of Phase III of the study was to provide an opportunity for selected distributive teacher educators to become familiar with the findings from the first two phases of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education" and to provide instruction in the curriculum process so that research findings might be used more effectively. The specific objectives of the Seminar were:

1. to provide participants with an interpretation of the research findings from the first and second phases of the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."

2. to provide instruction concerning the process of curriculum construction.

3. to demonstrate, through individual and group participation, the process of curriculum development.

Procedures

A National Dissemination and Interpretation Seminar in Distributive Teacher Education was designed to accomplish the above objectives. A Planning Committee composed of three members of the Committee of Consultants who had worked throughout the first and second phases of the research assisted the project staff in selecting applicants for the Seminar and in planning the Seminar program. This Committee also assisted in developing both instruments used in evaluting the Seminar. An invitation was extended the head teacher educator in at least one institution in each state which had a distributive teacher education program.

Program

The Seminar program included an interpretation of the research findings and papers by nationally recognized curriculum specialists and provided instruction concerning the construction of instructional objectives, the designing of learning experiences and the construction of test items.

Attention was also focused on the implications for further research based on these research findings and on guidelines for organizing a distributive teacher education curriculum.

Participants, as members of task force groups, had an opportunity to practice the use of research findings in developing a distributive teacher education curriculum.

Conclusions and Recommendations

The evaluation of the Seminar at the closing session and six months later shows that a seminar is an effective means of disseminating research findings. The fact that a number of participants reported that they were using the findings in determining objectives for certain courses, in designing learning experiences, and in developing evaluative devices indicates that the developmental activities in the task force group sessions were worthwhile. The participants expressed appreciation for the instruction concerning all aspects of the curriculum process provided through the Seminar papers and mentioned that the thought-provoking papers continued to stimulate their thinking as they made curriculum decisions concerning their own distributive teacher education curriculums.

The following recommendations are proposed:

1. That a plan for evaluating the impact of the Seminar and/or research findings five years hence be developed according to the suggestions of Dr. Mary Lee Hurt at the closing session of the Seminar. (See page 1372)

2. That a seminar similar to the National Dissemination and Interpretation Seminar in Distributve Teacher Education be planned for curriculum workers at the high school, post secondary and adult levels, with the emphasis on the research findings concerning the technical competencies required of distributive workers as reported in Volumes II, III and IV of this research study.

3. That a seminar for distributive education state supervisory personnel be planned so that these administrators might consider appropriate standards based on the basic beliefs agreed upon in Step I of the study.

4. That a curriculum theory model for distributive teacher education, based on the findings of the three phases of this research study, be constructed.

CHAPTER XXIV

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

The project, "A Competency Pattern Approach to Curriculum Construction in Distrubutive Teacher Education," was begun in September, 1965. The ultimate purpose of the research project was to provide a foundation for developing a distributive teacher education curriculum--both pre-service and in-service. The design of the study included three phases, the findings from which should serve as the basis on which a curriculum theory model for distributive teacher education can be constructed.

SUMMARY, PHASE I

The Problem

The problem was to determine competencies needed by a high school distributive education teacher-coordinator to effectively conduct a distributive education program and then to determine the experiences to include in a teacher education program to develop these competencies. The approach to this problem was to construct a competency pattern for the job of the distributive education teacher-coordinator. The specific objectives of the study were (1) to determine the basic beliefs concerning distributive education; (2) to determine the critical tasks in the job of the distributive education teacher-coordinator; (3) to determine the professional competencies needed to perform these tasks; (4) to determine the technical competencies needed by the teacher-coordinator to develop competencies needed by workers to enter and advance in a distributive occupation.

Procedures

A variation of Q-methodology was used to determine the basic beliefs concerning all phases of distributive education. The total population of distributive education state supervisory and teacher education personnel in the United States and its territories served as Reactor Group I. The members of this group indicated their degree of agreement to 96 statements of basic beliefs by means of a Basic Belief card-sort. In-depth interviews were used to determine the critical tasks in the job of the high school distributive education teacher-coordinator. The perceptions of a purposive sample of 8 state supervisors, 8 teacher educators and 48 teacher-coordinators of the total job of the distributive education teacher-coordinator were obtained through the use of a Critical Task card-sort. The investigators met with the participants, referred to as Reactor Group II, in 11 test centers situated throughout the United States. Before reacting to the Critical Task card-sort, the members of Reactor Group II participated in a three-hour discussion of the basic beliefs agreed upon by Reactor Group I and were instructed to determine critical tasks in relation to this philosophy. Professional cometencies needed to perform the critical tasks in the job of the distributive education teacher-coordinator were drawn from the literature and personal experience of the investigator. The tentative list of professional competencies was reviewed by local resource personnel and by Professor Warren Meyer and Professor Harland Samson. The revised list of professional competencies was then evaluated in terms of clarity, appropriateness, and completeness by a purposive sample of four teacher educators who had participated as members of Reactor Group II. The investigator synthesized the suggestions of the participants and made a final revision of the statements of professional competencies. In order to determine technical teaching competencies needed by the distributive education teacher-coordinator, the following procedures were used: (1) concepts and generalizations concerning marketing and economics were drawn from the literature and evaluated by two members of the Committee of Consultants

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(2) critical tasks of distributive workers in 76 jobs in 7 categories of distributive business were determined through 400 interviews in three Virginia localities; (3) competencies needed to perform the critical tasks were drawn from personal experiences of the investigators and were evaluated by paired distributive specialists, one specialist from each of the six distributive advisory committees and six distributive teacher educators; (4) competencies needed by distributive workers in the 76 jobs included in this study were evaluated by seven distributive teacher educators in terms of their relative importance for the high school distributive education teacher-coordinator.

Major Findings

Regarding:

Philosophy:

1. There were few statistically significant differences of opinion among the three respondent groups in Reactor Group I, composed of state supervisors, assistant state supervisors, and teacher educators in the several states and territories regarding the basic beliefs concerning distributive education: the definitions, aims and objectives, guidance, coordination, curriculum, administration and teacher education.

2. The respondents in Reactor Gourp I had a very high degree of agreement on 83 of the 96 statements of belief. On 13 statements, there was a disagreement ranging from 1.51 to 1.83. On one of these statements, (card 51), the suggested revisions would have duplicated the statement on card 52, so this statement was not re-submitted. When the remaining 12 statements were re-submitted, the response from 87.1 per cent of the group indicated a high degree of agreement on 9 of the 12 statements. On three of the statements the degree of disagreement ranged from 31.0% to 36.1%, but the numerous comments explaining the reason for disagreement made it possible to revise these three cards to satisfy the concern of the leadership group.

3. The 96 statements of basic belief, as presented in tables 4-10, Chapter I, from the theoretical foundation for this study and become the first element in a competency pattern for the job of the distributive education teacher-coordinator. Theoretical singular propositions were tested in the structured card-sort. The high degree of agreement of the members of Reactor Group I and the high degree of agreement among the three sub-groups on each of the categories of belief made it possible to construct a philosophy which reflects the deliberative opinions of the leadership in distributive education throughout the nation.

Critical Tasks:

1. Of the 187 critical tasks under consideration, 179 were deemed "critical" by the respondents. These were tasks which were rated 2.50 or above on a 5-point scale, with "5" being "most important". Included in this number were 48 tasks in the teaching function; 25 tasks in the guidance function; 39 tasks in the coordination function; 29 tasks in the public relations function; 33 tasks in the operation and administration function; and 5 tasks in the total school function. Most of the tasks considered "less important" or "unimportant" were those involving such duties as bus duty, hall duty, and study hall duty.

2. All three groups felt that more time should be spent on tasks classified in the coordination function; less time on administrative duties and considerably less time on tasks classified in the function, total school program.

3. Respondents listed 98 tasks as "additional tasks", 79 of which were rated as "critical". Fifty-three of these critical tasks (those that did not duplicate tasks in the Critical Task cardsort) were accepted as additional critical tasks.

4. In response to the open-end question concerning tasks which impede the work of the distributive education teacher-coordinator, keeping in mind the philosophy, 90 tasks were listed. Some were classified "required"; some were classified "volunteered". Seven or more respondents, working independently, listed 16 tasks which hinder the distributive education teacher-coordinator in carrying out the mission of distributive education.

Professional Competencies

1. In the teaching function there were 95 competencies, of which 31 were classified under "knowledge", 22 were classified under "understanding", 18 were classified under "skill", and 24 were classified under "attitude".

2. In the guidance function there were 28 competencies, of which 8 were classified under "knowledge", 4 were classified under "understanding", 8 were classified under "skill", and 8 were classified under "attitude".

3. In the coordination function there were 37 competencies, of which 5 were classified under "knowledge", 8 were classified under "understanding", 9 were classified under "skill", and 15 were classified under "attitude".

4. In the public relations function there were 29 competencies, of which 7 were classified under "knowledge", 3 were classified under "understanding", 7 were classified under "skill", and 12 were classified under "attitude".

5. In the operation and administration function there were 44 competencies, of which 12 were classified under "knowledge", 6 were classified under "understanding", 20 were classified under "skill", and 6 were classified under "attitude".

Technical Teaching Competencies

1. All of the concepts and generalizations concerning marketing and economics considered necessary for distributive workers were considered essential for the distributive education teacher-coordinator.

2. Most of the technical teaching competencies needed by distributive workers were considered "essential" or "highly desirable" for the high school distributive education teacher-coordinator. Of the 983 technical competencies deemed necessary for distributive workers, 900 were considered "essential" or "highly desirable" for the distributive education teacher-coordinator. The competencies considered "essential" or "highly desirable" in the nine areas were: Advertising - 81; communications - 74; display - 74;

human relations - 86; mathematics - 48; merchandising - 92; product and/or service technology - 87; operations and management - 182; and selling - 176.

3. In the advertising area, competencies related to principles of advertising and to the use of advertising in selling were rated more important for the teacher-coordinator than the technical skills required of an advertising specialist.

4. In the communications area, all but 5 of the 79 competencies were considered very important for the teacher-coordinator.

5. In the display area, competencies involving the application of principles of display were rated as more important for the teacher-coordinator than competencies involving specialized technical skills.

6. In the human relations area, all of the listed competencies were considered very important for the teacher-coordinator.

7. In the mathematics area, 48 of the 49 listed competencies were considered very important for the teacher-coordinator. These are mathematical competencies directly related to tasks performed by distributive workers included in this study.

8. In the merchandising area, the majority of competencies were rated "highly desirable" rather than "essential". Many of the merchandising competencies are those required by workers at the mid-management level.

9. In the product and/or service area, all but 8 of the 95 listed competencies were considered very important for the teacher-coordinator. Six of the 8 competencies considered less important were those concerned with the restaurant or hotel/motel categories. These were highly specialized competencies.

10. In the operations and management area, as far as the distributive education teacher-coordinator was concerned, the majority of knowledges and skills were rated "highly desirable", whereas the large majority of attitudes were rated "essential".

11. In the selling area, all but 3 of the 110 listed knowledges and skills and all 66 listed attitudes were considered very important for the teacher-coordinator.

IMPLICATIONS

These findings have implications for all phases of the distributive education program and should have a bearing on other vocation educational fields as well. The fact that the vast majority of the leadership in distributive education has agreed upon definitions, aims, and objectives, curriculum, guidance, coordination, administration and teacher education as applied to this field indicates that the philosophy of distributive education expressed in these findings can serve as a theoretical structure on which not only this research but related research can be erected.

The high degree of agreement among state supervisors, teacher educators and teacher-coordinators selected to consider the problem of determining the critical tasks in the job of the distributive education teacher-coordinator provides confidence that the list of 179 tasks considered "critical" is a valid one.

The findings show that in order to carry out the mission of distributive education the high school distributive education teacher-coordinator must perform a large number of tasks involving a wide range of responsibilities. It is evident that as the distributive education program in a community grows it will become necessary to employ more than one teacher-coordinator if the aims and objectives of distributive education are to be accomplished. It is also evident that priorities regarding tasks must be established so that there is proper balance among the job functions.

Serious consideration should be given to the problem of tasks listed as "jobs which impede" whether required or volunteered. Priority should be given to those critical tasks which must be performed by the distributive education teacher-coordinator if the tasks are to be performed at all. This does not imply that the distributive education teacher-coordinator should not share in the responsibilities of the total school program. It does mean, however, that if the mission of distributive education is to be accomplished, the assignment of extra duties should be carefully considered in relation to the D.E. teacher-coordinator's total job. For example, there is no more justification in requesting that a distributive education teacher-coordinator substitute for another teacher at the time he should be making coordination visits or performing other essential tasks than there would be in requesting a geometry teacher to leave his class to substitute for the art teacher. Timing and selectivity are the key issues to be jointly considered by the principal and by the D.E. teacher-coordinator.

Carefuly consideration also should be given to the over-emphasis of any tasks within the job of the D.E. teacher-coordinator. The fact that 21 respondents working independently mentioned "carries DECA activities to an extreme" as tasks which impede suggests that even tasks considered "critical" should be evaluated from time to time. The fact that 12 of the 21 responsents indicated that the over-emphasis on DECA was "volunteered" rather than required makes a periodic re-evaluation of this and similar activities no less important.

SUMMARY, PHASE II

The Problem

The purpose of Phase II of the study was to construct educational objectives to develop professional and technical competencies included in the competency pattern for the job of the distributive education teacher-coordinator.

Specifically the objectives were:

1. To construct and evaluate educational objectives to develop professional competencies needed by the distributive education teacher-coordinator.
2. To construct and evaluate educational objectives to develop technical competencies needed by the distributive education teacher-coordinator.

Procedures

A feature of the design of this phase of the study was the use of nationally recognized experts as consultants. Professor Warren Meyer, distributive teacher educator, University of Minnesota, and Dr. Harland Samson, teacher educator, University of Wisconsin, served as a Committee of Consultants to assist in determining the form in which the objectives would be constructed and to evaluate samples of the tentative list of professional and technical objectives before and after they were presented to other consultants. Dr. Larry Weber, specialist in educational psychology, Virginia Polytechnic Institute, served as a consultant concerning the teaching-learning process and adolescent human growth and development.

The investigators first reviewed the literature and research related to the construction of educational objectives and to their use in curriculum construction and the teaching-learning process.

After careful consideration of the alternatives with the Committee of Consultants, a decision was made to group the objectives around topics within each of the major categories into which the professional and technical competencies had previously been organized. It was further agreed to state a terminal or ultimate objective together with a group of enabling objectives for each topic. It was also agreed that the degree of complexity of each enabling objective would be indicated by a code number for the category in the cognitive and affective domains even though no effort would be made to evaluate this classification. Since the objectives developed in this phase of the study would provide the basis for further study in the proposed National Distributive Teacher Education Seminar it was felt that the objectives should be stated in rather broad terms.

Based on these decisions, the investigators prepared a tentative list of professional and technical objectives. A selected portion of each set of objectives was sent in the form of a questionnaire to each of four consultants who had previously participated in the evaluation of selected professional competencies and to each of five consultants who had previously evaluated selected technical competencies. The consultants evaluated the list of objectives in terms of appropriateness, clarity and completeness.

The objectives were revised on a basis of the evaluations of the consultants.

Conclusions and Recommendations

Educational objectives may be constructed at varying levels of specificity, depending upon the use to be made of the objective. Since the objectives constructed in this phase of the research were to serve as a basis for further study and to serve as a guide to distributive teacher educators throughout the nation, they were constructed in rather broad terms. The statement of a terminal objective for each topic provides the teacher educator an indication of an ultimate objective, the attainment of which may not be accomplished without a series of courses and/or experiences. Each enabling objective may become a terminal objective for a lesson, or series of lessons. Additional enabling objectives should be constructed that would include subject matter required to accomplish the objective. Objectives constructed in this phase of the study provide a basis for designing learning experiences, including test items.

IMPLICATIONS

The professional objectives constructed in this phase of the study may be assigned to courses of study either presently offered or recommended to be offered. Each objective may be further refined to indicate the specific learning outcomes expected by the distributive teacher educator for a particular situation.

If the professional objective indicates the application level of complexity provision should be made for off-campus experiences, if necessary, to accomplish the objective.

The technical objectives have implications not only for distributive teacher educators but for all teachers of content courses for the prospective distributive education teacher-coordinator. If it is determined that certain technical objectives may not be accomplished by other departments at an institution, the distributive teacher educator should devise a means of accomplishing them through the distributive teacher education curriculum.

The technical objectives also have implications for curriculum workers at the high school, post secondary and adult levels since they are based on the competencies required of selected distributive workers.

SUMMARY, PHASE III

The Problem

The problem in Phase III was to provide an opportunity for selected distributive teacher educators to become familiar with the findings of the first two phases of the research project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education" and to provide instruction in the curriculum process so that research findings might be put to use more effectively. The approach to this problem was to bring a group of selected distributive teacher educators together in order to provide them with an interpretation of the findings from the first and second phases of the study and to demonstrate, through individual and group participation, the process of curriculum development A National Dissemination and Interpretation Seminar in Distributive Teacher Education was held at Virginia Polytechnic Institute, Blacksburg, Virginia, August 25-30, 1968, to accomplish these objectives.

Seminar Program

The program was designed to provide the participants with an interpretation of the findings of the first two phases of the research study, to provide instruction in the curriculum process, to give an opportunity to learn how to use the research findings in curriculum construction, and to suggest possibilities for further research. Dr. Calvin Street, Director of Institutional Research, Memphis State University, gave the keynote speech, "Philosophy--the Foundation of the Competency Pattern." Dr. Street was one of the researchers who originated the Competency Patter as an approach to the improvement of preparation programs in educational administration.

The writer, as principal investigator for the research project, gave an interpretation of the research findings. She was assisted by Miss Rebecca Hawkins, assistant project director.

Dr. Philip W. Tiemann, Head, Course Development Division, Office of Insrructional Resources, University of Illinois at Chicago Circle, served as visiting scholar throughout the week. Dr. Tiemann presented papers on each phase of the curriculum process. Dr. Susan Markle, Head, Programmed Instruction Division, Office of Instructional Resources, University of Illinois at Chicago Circle, and Dr. Tiemann collaborated in the presentation of a film and slide presentation they had developed to portray the curriculum process.

Professor Warren G. Meyer, Distributive Teacher Educator, University of Minnesota; Dr. Harland Samson, Teacher Educator, University of Wisconsin; and Dr. Neal Vivian, Teacher Educator, Ohio State University, presented papers directly related to the implications of the research findings to distributive teacher education.

Miss Mary Marks, Program Officer, Distributive Education and Dr. Mary Lee Hurt, Research Specialist, U.S. Office of Education, served as program consultants. Miss Marks also served as a member of a reactor panel concerning the implications for further research and Dr. Hurt gave some guidelines for organizing a distributive teacher education curriculum.

Participants were assigned to two task force groups: one to consider findings related to professional competencies of the distributive education teacher-coordinator; the other to the findings regarding the technical (subject matter) competencies of the distributive education teacher-coordinator. Consultants who had evaluated competencies in Phase I of the study and educational objectives in Phase II of the study served as consultants to the task force groups.

Each task force group was provided a section of the educational objectives that had been constructed in Phase II of the study. Members of the task force groups used the objectives as a basis for selecting subject matter, designing learning experiences and constructing evaluative items concerning a particular topic. Since the emphasis in the task force groups was on the process rather than on the product, participants were instructed to provide illustrations of the various steps in the curriculum process rather than to develop a comprehensive report.

Seminar Evaluation

Participants gave an evaluation of the Seminar at the closing session and made another evaluation six months later. A large majority of the participants felt that the objectives of the Seminar were capable of being accomplished and that the Seminar papers were of high value. They seemed particularly appreciative of the opportunity to have the research findings interpreted and to have attention focused on implications for further research.

The evaluation of the impact of the Seminar and/or research findings six months after the Seminar showed that a number of teacher educators were using the research findings in developing distributive teacher education curriculum materials; many were restructuring courses with the professional objectives identified in the research as guidelines; and a few teacher educators had restructured the entire distributive teacher education curriculum as a result of the Seminar experience. Several teacher educators reported that the research findings had had an impact on research being designed by graduate students.

RECOMMENDATIONS FOR FURTHER RESEARCH

As a result of this investigation, the writer has become aware of the need for further research regarding distributive education in general and distributive teacher education in particular. Some of the types of studies which should be considered are:

1. Establishment of Priorities in the total job of the Distributive Education Teacher-Coordinator.
2. Construction of a Competency Pattern for the Distributive Teacher Educator (Also for the State Supervisor, the Post Secondary Teacher-Coordinator, the Adult Instructor)
3. The Construction of Measuring Instruments
4. The Construction and Validation of Test Items Based on Specific Objectives
5. The Development of a Taxonomy of Classroom Questions Based on Specific Objectives
6. Experimentation of Ways and Means of Accomplishing Educational Objectives at Various Levels--Teacher Education, High School, Post Secondary and Adult
7. Job Analysis (Comparable to those reported in Volumes II-IV of this study) of Jobs Typically Available to Distributive Education Post Secondary Students.
8. Curriculum research at the high school, post high school and adult level based on the Matrix included in Dr. Vivian's paper, page 1341.
9. Construction of a Philosophy of Distributive Teacher Education

APPENDIX A

INSTRUCTION TO CONSULTANTS FOR EVALUATION OF OBJECTIVES

EDUCATIONAL OBJECTIVES NEEDED TO DEVELOP PROFESSIONAL AND TECHNICAL COMPETENCIES IN THE JOB OF THE D. E. TEACHER-COORDINATOR

The instructional objectives are based on competencies deemed necessary for distributive teacher-coordinators, as determined in Step 4, Phase I, of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."

The objectives have been grouped around topics in such a manner that they might easily be incorporated into a curriculum guide. In each instance, a terminal (general) objective, and a group of enabling objectives have been constructed. The assumption is that the enabling objectives will assure the accomplishment of the terminal (general) objective, which can be used as a guide for the ultimate student behavior expected. This terminal objective is merely an example of an expected behavioral outcome, not necessarily the only one that might be anticipated. As a matter of fact, in some lower level courses, an enabling objective might become a terminal objective.

We realize that specific objectives will have to be developed before test items can be constructed. This will be one of the developmental activities at the Seminar in August. The design of this part of the research is limited to the construction of terminal and enabling objectives.

On the left of each enabling objective is a classification number referring to a level in either the cognitive domain (ex. C 2.0) or the affective domain (ex. A 3.0). We are not asking you to react to this classification, but hope that you will use this as a guide in developing any additional objectives you feel are needed.

COGNITIVE VERBS*

Verbs used to indicate behaviors in the cognitive domain.

1. Knowledge

- to define
- to distinguish
- to be familiar with
- to understand
- to recall
- to recognize
- to acquire
- to be conscious of
- to develop
- to outline
- to identify
- to know

2. Comprehension

- to understand
- to translate
- to prepare
- to comprehend
- to interpret
- to grasp
- to distinguish
- to conclude
- to predict
- to estimate
- to differentiate
- to recognize
- to explain
- to summarize
- to demonstrate by examples
- to see implications, effects, and consequences
- to paraphrase
- to indicate
- to make predictions

3. Application

- to apply
- to employ
- to relate
- to predict
- to use

4. Analysis

- to distinguish
- to discriminate
- to analyze
- to detect
- to recognize
- to infer
- to categorize
- to choose
- to discover
- to select

5. Synthesis

- to create
- to propose
- to integrate
- to plan
- to design
- to synthesize
- to formulate
- to perceive
- to organize
- to prepare
- to develop
- to compile
- to incorporate
- to visualize

6. Evaluation

- to select
- to judge
- to assess
- to compare
- to appraise
- to distinguish
- to evaluate
- to decide
- to determine

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*Benjamin S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956).

AFFECTIVE VERBS*

Verbs used to indicate behaviors in the affective domain.

1. Receiving

to be aware of
to be conscious of
to recognize
to realize
to be sensitive to
to tolerate
to accept
to listen to
to attend to
to appreciate
to prefer
to be alert to

2. Responding

to comply with
to obey
to volunteer to
to practice rules
to respond with interest
to perform
to cooperate with
to contribute to
to ask
to participate
to enjoy
to acquaint
to engage in
to assume responsibility
to accept responsibility
to find pleasure in

3. Valuing

to feel (to feel strongly about)
to be loyal to
to be devoted to
to examine
to value
to prefer

4. Organization

to relate
to form judgments
to weigh
to identify characteristics
to find out and crystallize

5. Characterization

to change behavior
to revise judgments
to face facts and conclusions
to appooach problems objectively
to develop a conscience
to develop a philosophy of life

---

*David R. Krathwohl, *Taxonomy of Educational Objectives, Handbook II: Affective Domain* (New York: David McKay Co., Inc., 1964).

DIRECTIONS

Please evaluate each objective in terms of appropriateness, clarity and completeness. Make any recommended changes in wording directly on the copy. At the end of each section, please note any additional objectives needed to accomplish the identified competencies classified under this function. We are especially eager to have objectives at varying levels of complexity in both the cognitive and affective domains. Place an "x" in Column 1 on the right if you feel the objective is appropriate; if you feel the objective is inappropriate, put an "x" in Column 2 on the right and explain your reason on the back of the sheet. (Be sure to include identifying objective number.)

The following illustration may clarify the directions:

I. Teaching

A. Curriculum Planning

	Appropriate 1	Inappropriate 2
Terminal Objective: The distributive education teacher-coordinator will have the ability to formulate a concept concerning his role in curriculum development when he is able to:	X	
Enabling Objectives:		
1. A 3.0 Feel strongly that teachers play a major role in all curriculum preparation, development, evaluation and revision.	X	
2. A 3.0 Have a conviction that only through continuous curriculum preparation, development, evaluation and revision can the objectives of education be most effectively met.	X	
3. A 3.0 Feel strongly that students, school personnel and the business community should all play a part in curriculum development.	X	
4. A 3.0 Feel strongly that a Distributive Education Advisory Committee should give advice in planning, developing and evaluating the instruction.	X	
5. A 3.0 Feel that in a changing world of distribution it is essential that content in distributive education be kept up-to-date.	X	

Additional Objectives:

A 2.0 Assume responsibility for curriculum development. (Example)

DIRECTIONS

Please evaluate each objective in terms of appropriateness, clarity and completeness. Make any recommended changes in wording directly on the copy. At the end of each section, please note any additional objectives needed to accomplish the identified competencies classified under this function. We are especially eager to have objectives at varying levels of complexity in both the cognitive and affective domains. Place an "x" in Column 1 on the right if you feel the objective is appropriate; if you feel the objective is inappropriate, put an "x" in Column 2 on the right and explain your reason on the back of the sheet. (Be sure to include identifying objective number.)

The following illustration may clarify the directions:

XVII. Operations and Management

B. Controlling Expenses

	Appropriate 1	Inappropriate 2
Terminal Objective: The distributive education teacher-coordinator will have the ability to evaluate the effect of expense control on profitable business operation when he is able to:	X	
Enabling Objectives: 1. C 2.0 Explain methods for controlling expenses to provide the highest possible profit.	X	
2. C 4.0 Analyze various situations to determine the most efficient way to accomplish a job.	X	
3. A 1.0 Realize that expenses are an influential factor in operating profitably.	X	
4. A 2.0 Assume responsibility for improving problem areas such as inventory shrinkage, high personnel turnover, high variable expenses and low margin.	X	
5. A 3.0 Feel that small savings in some expense areas can mean a substantial gain in profits.	X	

Additional Objectives:

A 2.0 Assume responsibility for curriculum development. (Example)

APPENDIX A

SAMPLE OF MEMORANDUM TO SELECTED CONSULTANTS

DATE: March 27, 1968

TO: Selected Consultants

FROM: Lucy C. Crawford

You will be glad to know that we have received approval for Phase II of the research project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education." The purpose of this phase of the study is to construct instructional objectives--both professional and technical--to develop the competencies identified in Phase I.

Miss Hawkins and I are constructing terminal and enabling objectives with illustrations of specific objectives. We would like for the consultants who worked on the professional competencies to evaluate the professional objectives and the consultants who worked on the technical competencies to work on technical objectives. The plan is to send the complete set of tentative professional or technical objectives to all the consultants, but to ask for special consideration of a designated group of objectives by each consultant. In this way, the job would not be so burdensome. Would you be willing to serve as consultant in the manner described above? We can pay an honorarium of $50. We hope to have the material in your hands by May 1.

We have been given a tentative approval for a National Seminar to be held August 25-30, which will be Phase III. If this is approved as expected, we would like for you to continue as a consultant. We have proposed a $50 a day consulting fee for each of six days for each consultant. The plan is for you to direct the work of task force groups in developing learning experiences, suggesting evaluation schemes, etc. I will let you know more later, but wanted to alert you to the proposed dates of the Seminar. Under separate cover I am sending you a copy of the four-volume final report of the research study. Since the report has not as yet been approved by the U.S. Office of Education, please use the report for discussion purposes only.

Please let me know whether or not you can serve as consultant in Phase II and/or Phase III of the project.

LCC/lcn

APPENDIX B

SAMPLE OF LETTER SENT TO SELECTED DISTRIBUTIVE TEACHER EDUCATORS

May 16, 1968

Miss Vera Tisdale, Teacher Educator
Distributive Education
College of Education
University of Alabama
P. O. Box 795
University, Alabama 35486

Dear Vera:

Glory be! Although we do not as yet have a contract, we feel certain of the opportunity to have a Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development at Virginia Polytechnic Institute, Blacksburg, Virginia, August 25 - August 30, 1968. This is the third phase of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."

You have been selected by the Planning Committee as a participant. Since the number of participants is limited to 30, it is essential that we know as soon as possible whether or not you can attend so that in the event you cannot accept the invitation we can invite an alternate.

The enclosed brochure provides further information concerning the Seminar. Please complete the reservation blank on the brochure and return not later than June 1. Your reservation will be confirmed as soon as we receive official approval. Further information about the program and pre-Seminar preparation will be furnished later.

You can imagine how delighted we will be to have you on our campus in the beautiful mountains of Virginia! Please accept our "iffy" invitation as soon as possible.

Sincerely,

Lucy C. Crawford
Associate Professor in
Distributive Education

LCC/lcn

Enclosure

APPENDIX B

BROCHURE

The following information was printed on a four-fold brochure.

Page 1 - National Dissemination and Interpretation Seminar
in Distributive Teacher Education Curriculum Development

Donaldson Brown Continuing Education Center
Virginia Polytechnic Institute
Blacksburg, Virginia

August 25 - August 30, 1968

Page 2 - Purpose: The purpose of the National Dissemination Seminar in Distributive Teacher Education is to provide the participants with an interpretation of the research findings from the first and second phases of the study. The Seminar will provide instruction concerning the process of curriculum construction and will demonstrate through individual and group participation the process of curriculum development.

Lecturers and Consultants: A nationally recognized authority in curriculum development has been invited to serve as a visiting scholar. He will present papers on major topics under consideration at the Seminar and will serve as consultant to the task force groups. Selected distributive teacher educators will direct the work of the task force groups and evaluate their work.

Housing: Participants will be housed in the Donaldson Brown Continuing Education Center on the V.P.I. campus. The rates are: $8.00 single; $12.00 double.

Travel and Living Expenses: Selected participants will receive $75.00 to cover living costs. Reimbursement will be made for actual travel expenses, not to exceed tourist-rate air travel when available.

Page 3 - Travel Possibilities: Participants who use air transportation should make reservations to Roanoke, which is 40 miles east of Blacksburg. Arrangements will be made to meet flights in Roanoke Sunday afternoon. Otherwise, bus transportation from Roanoke to Blacksburg is provided by Trailways.

Responsibilities of Participants: In order to be eligible for reimbursement for living costs and travel each participant must agree to arrive in Blacksburg in time to attend the opening session Sunday evening, August 25, at 8:00 p.m. and remain until the close of the Seminar at 12 noon Friday, August 30. This is a developmental seminar and will provide an opportunity for each participant to make a major contribution.

Reservations: Please complete the reservation form on the reverse side and return not later than June 1. If your reservation is not in by that time, your space in the Seminar will be offered an alternate.

Page 4 - Reservation Form

National Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development

August 25-30, 1968

Please reserve a space for me at the National Seminar in Distributive Teacher Education Curriculum Construction. I agree to the conditions set forth in this bulletin. I realize that the invitation to participate in the Seminar is tentative until confirmed in writing.

Housing needed: Single Room ☐

Double Room ☐ ____________________
Name of Other Occupant

Return to: Mrs. Lucy C. Crawford
212 Smyth Hall
Virginia Polytechnic Institute
Blacksburg, Virginia 24061

APPENDIX B

COPY OF MEMORANDUM TO STATE SUPERVISORS OF DISTRIBUTIVE EDUCATION

DATE: May 16, 1968

TO: Distributive Education State Supervisors

FROM: Lucy C. Crawford

Although we do not as yet have a contract, we feel certain of the opportunity to have a Dissemination and Interpretation Seminar in Distributive Teacher Education at Virginia Polytechnic Institute, Blacksburg, Virginia, August 25 - 30, 1968, as Phase III of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."

Since the number of participants in the Seminar is limited to 30, in addition to teacher educators who are serving as consultants, invitations are being issued only to selected distributive teacher educators. If, however, you, or a member of your staff, have a special interest in distributive teacher education curriculum development, you are cordially invited to attend if your state can pay your expenses. Since this is a developmental seminar, its success will depend largely on the effectiveness of individual and small group participation.

Listed below is information concerning invitations mailed to participants(s) from your state. Please let me know if there are others you would especially like to have invited in the event the quota of 30 is not filled.

John Doe

LCC/lcn

APPENDIX B

COPY OF MEMORANDUM TO DISTRIBUTIVE TEACHER EDUCATORS PLANNING TO ATTEND SEMINAR

DATE: July 3, 1968

MEMO TO: Selected Distributive Teacher Educators

FROM: Lucy C. Crawford

Since we still do not have a contract for the proposed National Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development, the purpose of this memorandum is to assure you that we expect to have the Seminar as proposed in the brochure I sent you earlier.

We are delighted that you plan to be with us, for I believe we have a wonderful experience in store. We have been able to secure the services of Dr. Philip W. Tiemann, Head, Course Development, Office of Instructional Resources, University of Illinois at Chicago, as the Visiting Scholar. Dr. Tiemann will present five major papers and will direct the task force groups. Distributive teacher educators and selected merchants who have participated as consultants throughout the first and second phases of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," will be in charge of various task force groups, which will further develop guidelines for an ideal distributive teacher education curriculum.

As soon as we receive official confirmation I will provide further information.

LCC/lcn

APPENDIX B

SAMPLE OF LETTER SENT TO CONSULTANTS

July 10, 1968

Mr. James Bikkie
Department of Business Teacher Education
University of Nebraska
Lincoln, Nebraska 68508

Dear Jim:

Now that the proposal for Phase III of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," has been approved, I would like to ask if you will serve as leader for a task force group during the Seminar to be held in Blacksburg, August 25-30. Unfortunately, we are permitted to pay only $100 for this service and this has to be considered one day's work prior to the conference and one day's work at $50 for each of the two days after the conference. Since this is less than I had originally suggested I felt that I should re-issue the invitation with the new provisions.

I am enclosing a tentative program schedule showing your task force assignment. You will note that the members of the task force groups remain the same throughout the conference, but the task force leaders change as we move from consideration of the professional area to the technical area.

You will remain with your assigned group for each session as it considers various problems concerned in your area of study. Very soon I will send you the terminal and enabling objectives for your group and some suggestions for your "home-work" assignment.

Your assignment after the conference will be your evaluation of the work of your group. I hope that you can accomplish part of this assignment during the Seminar, but realize that you will be a participating member of a group when you are not a leader, so your time will be limited.

I am enclosing a roster of participants. We have not as yet assigned them to groups. We hope to limit each task force group to six particcipants, including the leader and observers.

If I do not hear from you to the contrary I will count on you as a task force leader. If you expect to travel by air, please plan to arrive in Roanoke by 3:00 p.m. Sunday, August 25, we will meet you in Roanoke. There will be a meeting of task force leaders at 4:30 p.m. at the Donaldson Brown Continuing Education Center in Blacksburg.

Sincerely,

Lucy C. Crawford
Associate Professor in
Distributive Education

APPENDIX B

COPY OF MEMORANDUM TO PARTICIPANTS IN THE NATIONAL SEMINAR

DATE: July 24, 1968

TO: Participants in National Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development

FROM: Lucy C. Crawford, Seminar Director

We would like to confirm the tentative invitation we issued to you earlier to participate in the National Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development to be held in Blacksburg, Virginia, August 25-30.

Please complete Information Sheet #2 and return immediately. I am enclosing a tentative list of participants so that you can arrange to share a room if you wish.

Please complete Information Sheet #3 as soon as possible. If your travel plans should change after you submit this information, please let me know.

Under separate cover I am mailing you a copy of a thesis prepared by Miss Rebecca Hawkins, the assistant project director. I believe that you will find her review of the literature very helpful as a means of preparing for the Seminar.

LCC/lcn

Enclosures-4

CONDITIONS OF ACCEPTANCE

1. You should plan to arrive in Blacksburg no later than 6:00 p.m. on Sunday, August 25 and depart Blacksburg no earlier than 12 noon on Friday, August 30.

2. A stipend of $75 will be paid to cover housing and meals as well as other non-transportation expenses. The stipend check will be available the closing day of the Seminar, providing the participant's acceptance was confirmed by August 9. Travel reimbursement will be made after receipt of a completed expense account form by each participant.

3. A registration fee of $6.00 will be charged each participant to cover incidental conference expenses and a social hour.

4. You will be reimbursed for transportation, tax exempt, according to the following schedule:

    a. Air, economy class where available, from nearest airport

    b. Rail, pullman and first class where necessary

    c. Automobile, 7¢ per mile providing reimbursement does not exceed air fare. (Note: We regret that we cannot reimburse for housing or meals while in travel status.) Individuals traveling by car must provide a statement of cost of AIR ECONOMY, TAX EXEMPT, signed by a travel agency before automobile travel will be reimbursed. A form is attached for your convenience in justifying automobile travel.

5. Housing for participants is available at the Donaldson Brown Continuing Education Center where all meetings will be held. Rates are $8.00 single; $12 double. There will have to be a reduction in stipend for participants who elect to stay off-campus.

Information Sheet #2
Return to: Mrs. Lucy C. Crawford
Associate Professor, D.E.
Department of Education
Virginia Polytechnic Institute
Blacksburg, Virginia 24061

CONFIRMATION

I re-affirm my acceptance of the invitation to participate in the National Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development.

By accepting the invitation I agree to the conditions specified on Information Sheet #1.

Signed________________________________

HOUSING

The information concerning room reservations indicated below is correct:

Donaldson Brown Continuing Education Center

Name____

Single______________________ Double__________________________
Name of other occupant

Other____

(If information is not correct, indicate correction.)

Information Sheet #3
Return to: Mrs. Lucy C. Crawford
Associate Professor, D.E.
Department of Education
Virginia Polytechnic Institute
Blacksburg, Virginia 24061

TRAVEL PLANS

Name____

I plan to travel to Blacksburg, Virginia by

Air________ (Should make reservations to Roanoke where you will be met)

Train_______ (Should travel to Christiansburg and proceed to Blacksburg by train)

Car________ (See conditions of acceptance, 4C)

Please indicate expected time of arrival by air travel on Sunday, August 25.

Time________ Flight No.________ Airline__________

Expected time of departure by air travel on Friday, August 30.

Time________ Departure after Friday________________
(Date

Note: If traveling by air, please plan to arrive in Roanoke not later than 5:00 p.m. on Sunday (3:00 p.m. for consultants). Plan to depart from Blacksburg not earlier than 12 noon, Friday, August 30. This makes it possible to plan flights from Roanoke any time after 1:15 p.m. Friday.

Virginia Polytechnic Institute
Department of Education
Blacksburg, Virginia 24061

Distributive Teacher Education Seminar
Mrs. Lucy C. Crawford,
Seminar Director

REIMBURSEMENT JUSTIFICATION FOR PARTICIPANTS TRAVELING BY CAR

In order to provide reimbursement not exceeding the cost of a ticket by air (tourist, tax exempt) have the following form completed and attached to your expense account form (which will be provided at the Seminar). Hold this form and submit it with your completed request for reimbursement. **THIS FORM IS ONLY FOR THOSE WHO TRAVEL BY AUTOMOBILE.**

HAVE THE FOLLOWING COMPLETED BY AN AUTHORIZED TRAVEL AGENCY:

Cost of air tourist (tax exempt) from ______________________

to ______________________ and return is $__________.

Ground transportation to and from nearest airport $__________.

Travel agency______________________________

By______________________________

Address______________________________

Date______________________

* * * * * * * * Participant complete the form below * * * * * * * *

I request travel reimbursement in accordance with the above:

Name______________________________
(Print - Last Name) (First Name) (Middle Initial)

Address______________________________

Signed______________________

Date______________________

APPENDIX B

ROSTER OF PARTICIPANTS[17]

NATIONAL DISSEMINATION AND INTERPREATION SEMINAR IN DISTRIBUTIVE TEACHER EDUCATION CURRICULUM DEVELOPMENT
AUGUST 25 - AUGUST 30, 1968

Name	Task Force Group
*Mr. Richard Almarode Teacher Training The Education Institute American Hotel & Motel Association School of Business Florida State University Tallahassee, Florida 32300	2
Mr. William H. Antrim Teacher Educator Distributive Education University of Arizona Tucson, Arizona 85700	2
Mr. Oliver M. Anderson Teacher Educator Distributive Education University of Northern Iowa Cedar Falls, Iowa 50613	5
Mr. James Bennett Research Assistant The Center for Vocational and Technical Education Ohio State University Columbus, Ohio 43212	9
Miss Louise Bernard State Supervisor D.E. (Ret.) 2010 A. Park Avenue Richmond, Virginia 23270	8
*Mr. James A Bikkie Teacher Educator Distributive Education University of Nebraska Lincoln, Nebraska 68508	4 & 1
Mrs. Kay Brown Curriculum Specialist 703-D North Hamilton Richmond, Virginia 23221	5

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[17] List includes teacher educators and business men who have served as consultants throughout the research study. These consultants, whose names are starred, served as Task Force Leaders during the Seminar. The list also includes some persons whose expenses were paid by their states. Task Force Assignments are indicated by Task Force Group Numbers, which referred to Professional and Technical Task Force Groups.

Name	Task Force Group
Mr. Marvin M. Brown Teacher Educator Distributive Education 221 Baldwin Hall University of Georgia Athens, Georgia 30602	4
Dr. Leroy M. Buckner Teacher Educator Distributive Education Florida Atlantic University Boca Raton, Florida 33432	1
Mr. H. R. Cheshire Teacher Educator Distributive Education 221 Baldwin Hall University of Georgia Athens, Georgia 30602	5
Mr. John M. Chrismer Teacher Educator Distributive Education Oregon State University Corvallis, Oregon 97331	2
Dr. Carroll B. Coakley Teacher Educator Distributive Education University of Tennessee Knoxville, Tennessee 37916	6
Mr. Frank Cyr Distributive Teacher Education Project University of Massachusetts Amherst, Massachusetts 01003	8
*Dr. Raymond A. Dannenberg Teacher Educator Distributive Education Department Western Michigan University Kalamazoo, Michigan 49001	6 & 3
Dr. William H. Durham, Jr. Teacher Educator Distributive Education East Carolina University Greenville, North Carolina 27835	7
Mrs. Vivien K. Ely Teacher Educator School of Education Virginia Commonwealth University 901 West Franklin Street Richmond, Virginia 23220	3

Name	Task Force Group
Mr. James E. Finical Teacher Educator Distributive Education Eastern New Mexico University Portales, New Mexico 88130	8
Mr. Oswald M. Hager Teacher Educator Distributive Education University of North Dakota Grand Forks, North Dakota 58201	9
Dr. Edward Harris Teacher Educator Distributive Education Northern Illinois University Dekalb, Illinois 60115	7
*Miss Rebecca Hawkins Teacher Coordinator T.C. Williams High School Alexandria, Virginia	7 & 6
Mr. Ray A. Johnson Distributive Teacher Education Project University of Massachusetts Amherst, Massachusetts 01003	9
Dr. Mary Klaurens Teacher Educator Distributive Education University of Minnesota Minneapolis, Minnesota	9
Mr. Jerome C. Levendowski Teacher Educator Distributive Education 4441-A Parkway Sacramento, California 95823	2
*Dr. William B. Logan President Webber College Babson Park, Florida 33827	5 & 7
Mr. Leonard F. Maiden Teacher Educator Distributive Education University of South Carolina Columbia, South Carolina 29208	6
Dr. Ralph E. Mason Teacher Educator Distributive Education Room 204 Indiana State University Terre Haute, Indiana 47801	3

Name	Task Force Group
*Mr. Warren G. Meyer Teacher Educator Distributive Education University of Minnesota Minneapolis, Minnesota	5 & 9
Dr. Perry Mock Teacher Educator Distributive Education Central Missouri State College Warrensburg, Missouri 64093	7
Dr. Dean Palmer Teacher Educator Distributive Education Montana State University Bozeman, Montana 58715	6
Mrs. Lucille W. Patton Teacher Educator Distributive Education Oklahoma State University Stillwater, Oklahoma 74074	3
Mr. C. Edwin Pearson Teacher Educator Distributive Education Memphis State University Memphis, Tennessee 38111	7
Miss Lynne Rhudy Assistant State Supervisor Distributive Education Service Field Office, P.O. Box 2847 University, Alabama 35486	1
Dr. Roy P. Roberson Teacher Educator Distributive Education Wisconsin State University Whitewater, Wisconsin 53190	8
*Dr. W. B. Runge Teacher Educator School of Education University of Mew Mexico Albuquerque, New Mexico 87100	2 & 8
*Dr. Harland Samson Teacher Educator Distributive Education University of Wisconsin Madison, Wisconsin 53706	1 & 4
Dr. Gary R. Smith Teacher Educator Distributive Education Utah State University Logan, Utah 84321	4

Name	Task For e Group
Miss Vera P. Tisdale Teacher Educator Distributive Education University of Alabama P.O. Box 795 University, Alabama 35486	3
Mr. H. N. Towry, Jr. Teacher Educator Distributive Education Northwestern State College Natchitoches, Louisiana 71457	4
Miss Gail Trapnell Curriculum Specialist State Department of Education Tallahassee, Florida	1
*Mr. Adrian Trimpe Teacher Educator Distributive Education Department Western Michigan University Kalamazoo, Michigan 49001	9 & 5
Dr. Neal E. Vivian Teacher Educator Distributive Education The Ohio State University Columbus, Ohio	2
Dr. Harold R. Wallace Teacher Educator Distributive Education Michigan State University East Lansing, Michigan 48823	7
Mr. Thomas White Teacher Educator Distributive Education Indiana University Bloomington, Undiana 47401	6
Mr. Garland Wiggs Teacher Educator Distributive Education Rider College Trenton, New Jersey 08602	8
Dr. James Zancanella Teacher Educator Distributive Education University of Wyoming Larmie, Wyoming 82071	3

VISITING SCHOLARS

Dr. Susan M. Markle, Head
Programmed Instruction Division
Office of Instructional Resources
University of Illinois
Chicago Circle, Illinois

Dr. Calvin M. Street, Director
Institutional Research
Memphis State University
Memphis, Tennessee

Dr. Philip Tieman, Head
Course Development Division
Office of Instructional Resources
University of Illinois
Chicago Circle, Illinois

SEMINAR STAFF

Mrs. Lucy C. Crawford, Seminar Director

Miss Rebecca Hawkins, Research Assistant

Mr. B. E. Miles, Graduate Assistant

Dr. S. R. Lucas, Assistant Director

Mr. M. M. Brown, Research Assistant

Mrs. Linda Nunnally, Secretary

PROGRAM CONSULTANTS

Miss Mary Marks, Program Officer
Distributive Education
U. S. Office of Education
Washington, D. C.

Dr. Mary Lee Hurt
Research Specialist
U. S. Office of Education
Washington, D. C.

CONSULTANT, EDUCATIONAL PSYCHOLOGY

Dr. Larry J. Weber, Specialist
Educational Psychology
Virginia Polytechnic Institute
Blacksburg, Virginia 24061

APPENDIX B

SEMINAR PROGRAM

NATIONAL DISSEMINATION AND INTERPRETATION SEMINAR
IN
DISTRIBUTIVE TEACHER EDUCATION CURRICULUM DEVELOPMENT

Phase III of Research Project
"A Competency Pattern Approach to Curriculum
Construction in Distributive Teacher Education"

Supported by

U.S. Office of Education Grant No. OE-6-85-044
The Vocational Act of 1963. P.L. 88-210, Section 4(c)

Donaldson Brown Continuing Education Center
Virginia Polytechnic Institute
Blacksburg, Virginia

August 25-30, 1968

Sunday Evening, August 25

Presiding: Mrs. Lucy C. Crawford, Associate Professor, Distributive Education, Virginia Polytechnic Institute

6:00-7:30 p.m. Registration --Lobby

7:30-9:00 p.m. General Session--Conference Room B*

Welcome: Dr. Warren W. Brandt, Vice President
Academic Affairs, Virginia Polytechnic Institute

Introduction of Speaker: Dr. Rufus W. Beamer, Head
Department of Education, V.P.I.

Philosophy--The Foundation of the Competency Pattern
Dr. Calvin M. Street, Director, Institutional
Research, Memphis State University

Plans for the conference

9:00 p.m. Reception

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*All general sessions were held in Conference B

Monday Morning, August 26

Presiding: Dr. Stephen R. Lucas, Assistant Professor, Distributive Education, Virginia Polytechnic Institute

8:30-11:45 a.m. General Session

Pertinent Findings of the Research Study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education"--Mrs. Lucy C. Crawford, Principal Investigator and Miss Rebecca Hawkins, Assistant Project Director

11:45-1:30 p.m. Lunch

Monday Afternoon, August 26

1:30-4:30 p.m. General Session

Introduction of Visiting Scholars: Dr. R.V. Dietrich Associate Dean, College of Arts and Sciences Virginia Polytechnic Institute

Dr. Philip Tiemann, Head, Course Development Division, Office of Instructional Resources, University of Illinois at Chicago Circle

Dr. Susan Meyer Markle, Head, Programmed Instruction Division, Office of Instructional Resources University of Illinois at Chicago Circle

1:30-2:15 p.m. The Function of Objectives When Constructing a Curriculum

2:15-2:30 p.m. Group Evaluation and Questions

2:30-2:45 p.m. Break

2:45-3:15 p.m. Deriving Behavioral Objectives--Dr. Philip Tiemann

3:15-3:30 p.m. Discussion and Questions

3:30-4:15 p.m. Analysis of a Representative Enabling Objective

4:15-4:30 p.m. Group Critique of the Analysis

Tuesday Morning, August 27

Presiding: Dr. Harland Samson, Professor, Distributive Education, University of Wisconsin

8:30-10:00 a.m. General Session

8:30-9:30 a.m. Evaluation in Terms of Behavioral Objectives--Dr. Philip Tiemann

9:30-10:00 a.m. Evaluation in Terms of Performance--Warren G. Meyer, Professor, Distributive Education, University of Minnesota

Tuesday Morning, August 27 (cont.)

10:00-10:15 a.m. Break

10:15-11:45 a.m. Meeting of Task Force Groups--Developing Evaluative Measures of Professional Competencies

11:45-1:30 p.m. Lunch

Tuesday Afternoon, August 27

1:30-2:30 p.m. Meeting of Task Force Groups--Developing Evaluative Measures of Technical Competencies

2:30-2:45 p.m. Break

2:45-3:30 p.m. General Session

Group Critique of Developmental Activities

3:30-4:30 p.m. Task Force Groups (cont.)

Wednesday Morning, August 28

Presiding: Mr. James Horan, Jr., State Supervisor, Distributive Education, Virginia

8:30-9:30 a.m. General Session

Attitude: Objectives and Evaluation--Dr. Philip Tiemann

9:30-11:45 a.m. Meeting of Task Force Groups--Selecting Professional Subject Matter

11:45-1:30 p.m. Lunch

Wednesday Afternoon, August 28

1:30-3:45 p.m. Meeting of Task Force Groups--Selecting Technical Subject Matter

3:45-4:30 p.m. General Session

Developmental Activities--Reports of Task Force Recorders

Thursday Morning, August 29

Presiding: Warren G. Meyer, Professor, Distributive Education University of Minnesota

8:30-10:00 a.m. General Session

8:30-9:30 a.m. Designing Learning Experiences--Dr. Philip Tiemann

9:30-10:00 a.m. Learning Experiences in Distributive Teacher Education Dr. Harland Samson

Thursday Morning, August 29 (cont.)

10:00-10:15 a.m.	Break
10:15-11:45 a.m.	Meeting of Task Force Groups--Designing Illustrative Learning Experiences to Develop Professional Competencies
11:45-1:30 p.m.	Lunch

Thursday Afternoon, August 29

1:30-2:30 p.m.	Meeting of Task Force Groups--Designing Illustrative Learning Experiences to Develop Technical Competencies
2:30-2:45 p.m.	Break
2:45-3:30 p.m.	General Session Group Critique of Developmental Activities
3:30-4:30 p.m.	Task Force Groups (continued)

Thursday Evening, August 29

7:00 p.m.	Banquet--Mountain Lake Hotel

Friday Morning, August 30

Presiding: Mrs. Lucy C. Crawford

8:30-12:00 p.m.	General Session
8:30-10:00 a.m.	Implications for Further Research--Dr. Neal Vivian, Teacher Educator, Distributive Education, Ohio State University Panel: Dr. Raymond Dannenberg, Teacher Educator, Distributive Education, Western Michigan Univ. Miss Mary Marks, Program Officer, Distributive Education, U.S. Office of Education Professor Warren Meyer Dr. Harland Samson
10:00-10:15 a.m.	Break
10:15-11:30 a.m.	Innovation and the Spectre of High Cost for Short-Term Gain--Dr. Philip Tiemann
11:30-12:00 p.m.	Evaluation of Seminar

APPENDIX B

SAMPLE OF SUGGESTED PUBLICITY RELEASE

______________________________ of the ____________________
(Name) (Department)

of the ______________________________ (is attending) (has just
(University)

returned from) a national seminar in distributive teacher education curriculum development August 25 to August 30 in the Donaldson Brown Continuing Education Center of Virginia Polytechnic Institute in Blacksburg, Virginia.

More than 40 leading U.S. teacher educators were selected to attend the seminar which (is) (was) designed to provide participants with an interpretation of the research findings from the first and second phases of the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education." It (is providing) (provided) instruction concerning the process of curriculum construction and (demonstrated) (will demonstrate), through individual and group participation, the process of curriculum development.

(Additional duties performed by participant. Fill in for information of local editor.)____

____

____

____

____

The seminar was held in connection with a research project by Mrs. Lucy Crawford of Virginia Polytechnic Institute. The seminar and research are funded by the U.S. Office of Education.

APPENDIX B

EVALUATION FORM GIVEN TO PARTICIPANTS AT CLOSE OF SEMINAR

Participants' Evaluation

Please complete and return this form to the Seminar Director before leaving the Seminar.

Indicate the number of the Task Force Group in which you participated:

Professional______________ Technical______________

I. How realistic and attainable were the objectives of the Seminar? (Check One)

Easily Attainable	Capable of being Accomplished	Minimally Practical	Could be Attained, but in Another way	Impractical	Omitted
______	______	______	______	______	______

II. Please indicate how valuable the treatment of each of the following General Seminar topics was to you. (Check one for each topic.)

	Very Valuable	Of High Value	Of Moderate Value	Of Limited Value	Of No Value	Omitted
1. Philosophy--The Foundation of the Competency Pattern	____	____	____	____	____	____
2. Pertinent Findings of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."	____	____	____	____	____	____
3. The function of objectives when constructing a curriculum. (Film)	____	____	____	____	____	____
4. Deriving instructional objectives. (Slides)	____	____	____	____	____	____
5. Evaluation in Terms of Behavioral Objectives	____	____	____	____	____	____
6. Evaluation in Terms of Performance	____	____	____	____	____	____
7. Attitude: Objectives and Evaluation	____	____	____	____	____	____
8. Designing Learning Experiences	____	____	____	____	____	____

	Very Valuable	Of High Value	Of Moderate Value	Of Limited Value	Of No Value	Omitted
9. Learning Experiences in Distributive Teacher Education						
10. Implications for Further Research						
11. Guidelines for Organizing a Teacher Education Curriculum						

III. Indicate the effectivenss of your task force groups in relation to the developmental activities of the Seminar by checking one of the following:

	Very Effective	Effective	Fairly Effective	Ineffective
Professional				
Technical				

IV. Use the space below to include any reactions or comments for the improvement of future teacher education activities or seminars which were not adequately covered above.

APPENDIX B

SAMPLE OF MEMORANDUM SENT TO SEMINAR PARTICIPANTS

DATE: October 9, 1968

TO: Participants in National Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development

FROM: Lucy C. Crawford

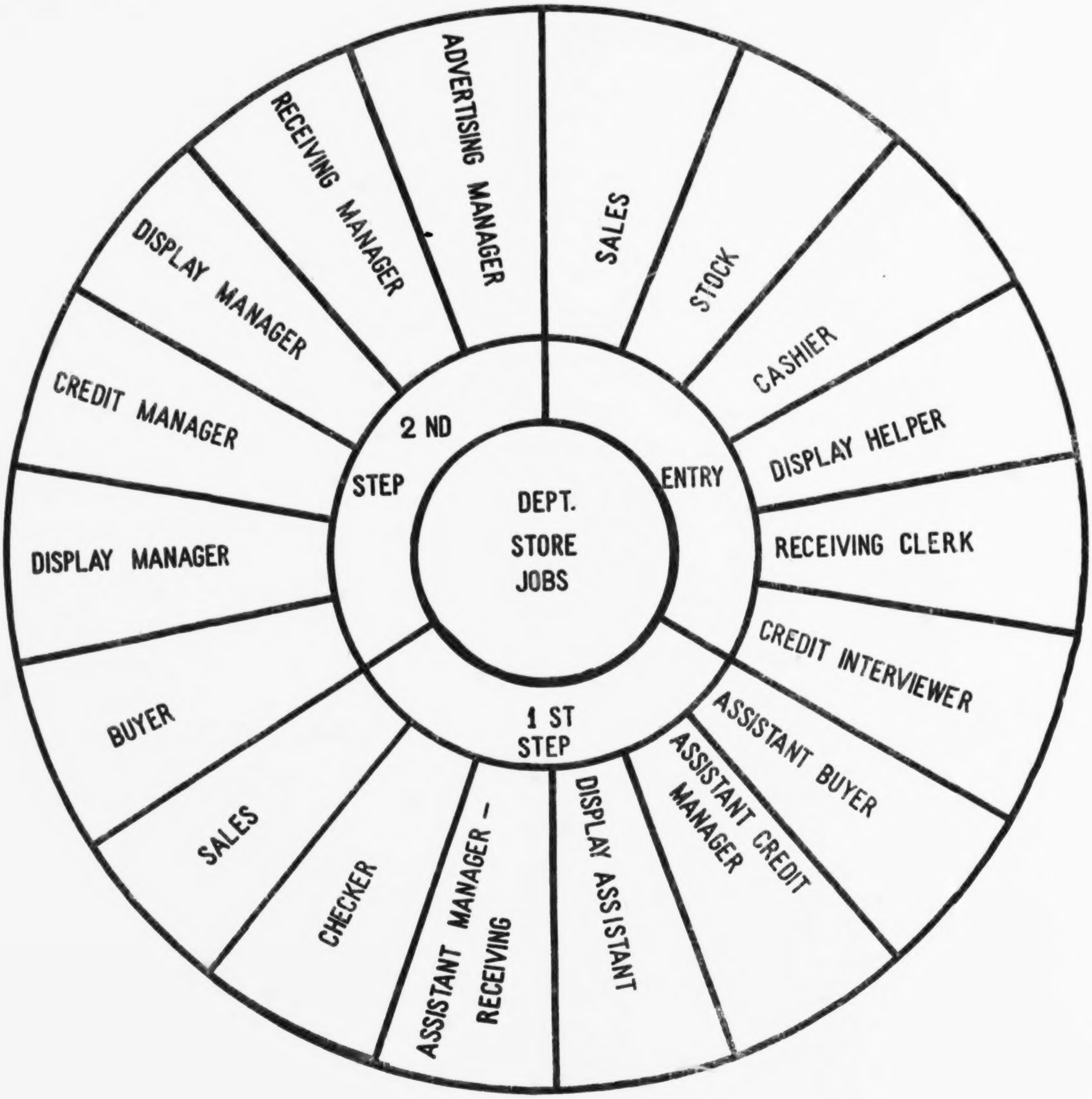
I am enclosing copies of a zone analysis of jobs in the seven categories of business included in the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education." Also included is a zone analysis of the distributive education curriculum based on an agreed-upon basic belief (Number 52) identified in the first step of this study. A copy of the PERT Process of Planning Chart showing the time sequence of major activities in three phases of the study is also enclosed.

We still cherish the happy memories of your visit to our campus. Hurry Back!

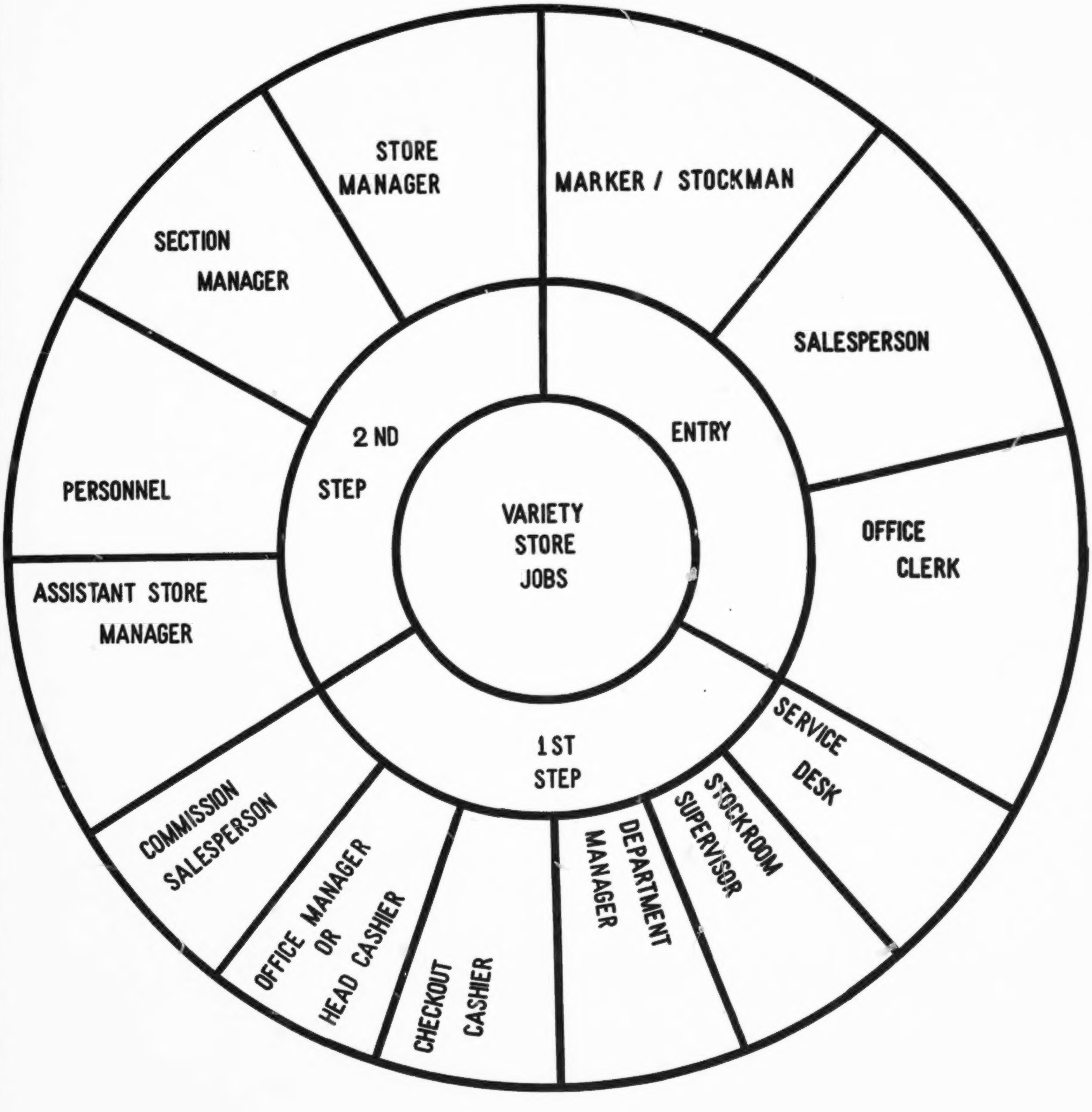
LCC/lcn

Enclosures

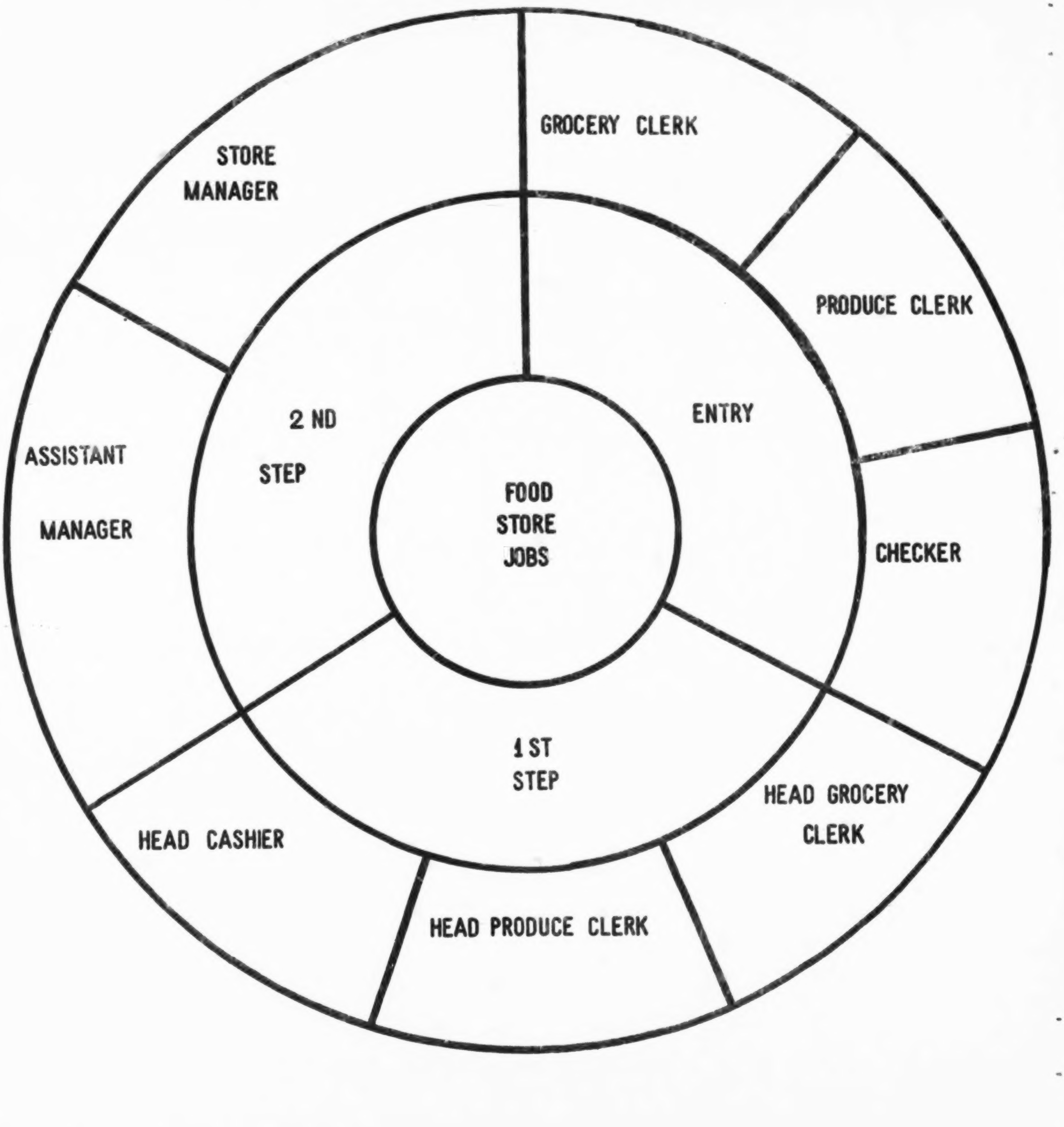
APPENDIX B


DEPT.
STORE
JOBS
ENTRY
SALES
STOCK
CASHIER
DISPLAY HELPER
RECEIVING CLERK
CREDIT INTERVIEWER
1 ST STEP
ASSISTANT BUYER
ASSISTANT CREDIT MANAGER
DISPLAY ASSISTANT
ASSISTANT MANAGER – RECEIVING
CHECKER
SALES
2 ND STEP
BUYER
DISPLAY MANAGER
CREDIT MANAGER
DISPLAY MANAGER
RECEIVING MANAGER
ADVERTISING MANAGER

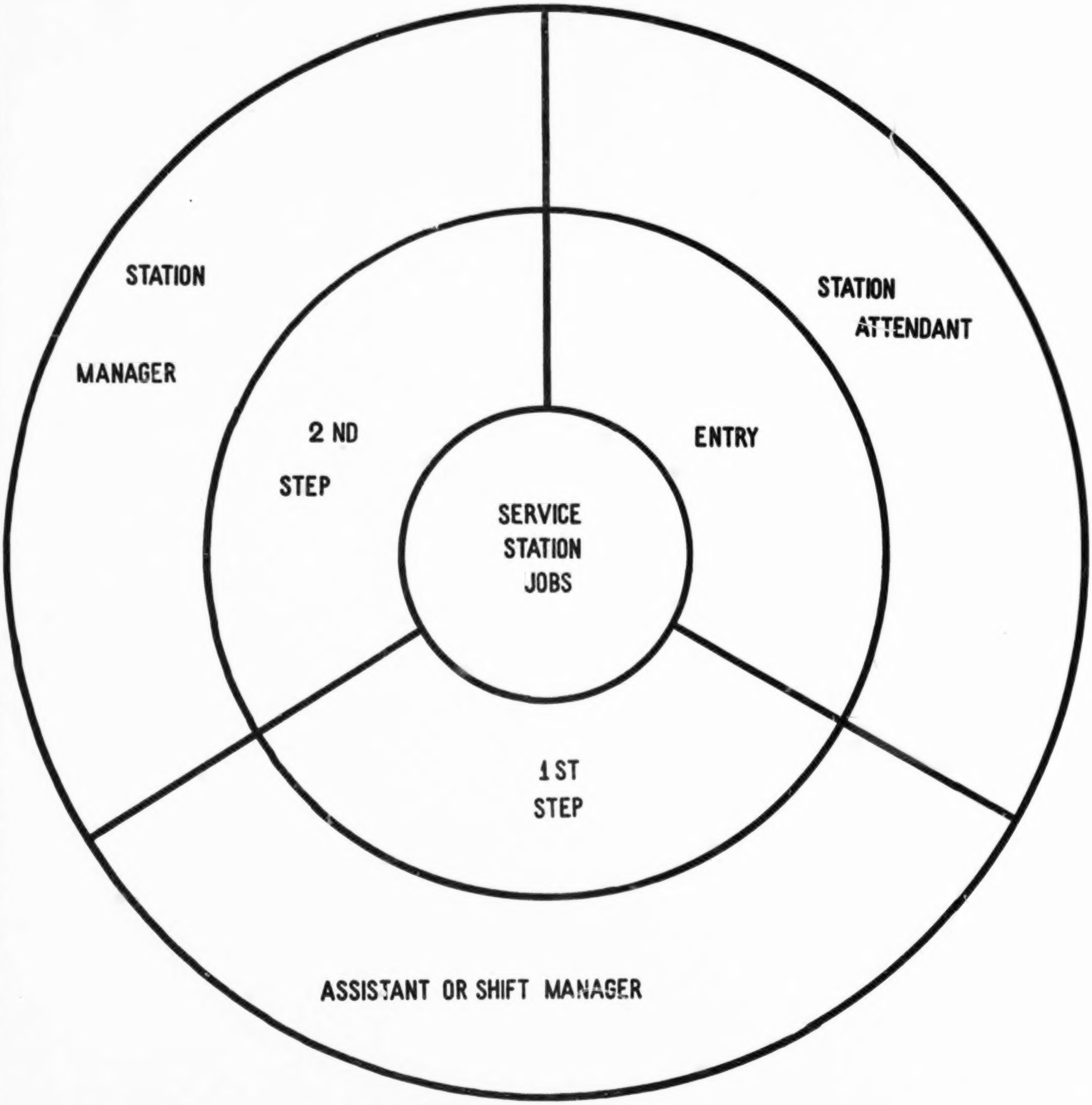
APPENDIX B


VARIETY STORE JOBS
ENTRY
1 ST STEP
2 ND STEP
MARKER / STOCKMAN
SALESPERSON
OFFICE CLERK
SERVICE DESK
STOCKROOM SUPERVISOR
DEPARTMENT MANAGER
CHECKOUT CASHIER
OFFICE MANAGER OR HEAD CASHIER
COMMISSION SALESPERSON
ASSISTANT STORE MANAGER
PERSONNEL
SECTION MANAGER
STORE MANAGER

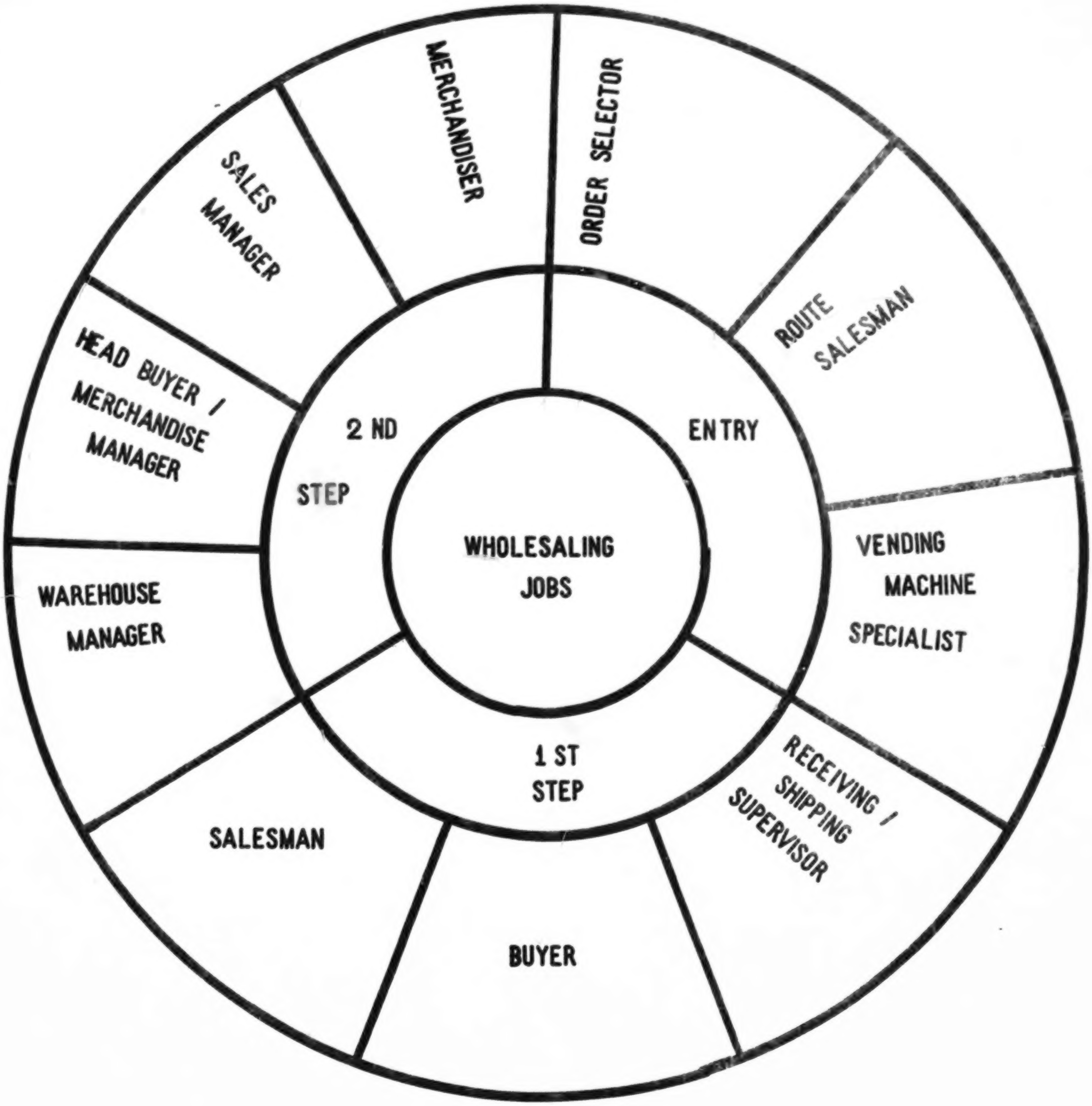
APPENDIX B


FOOD STORE JOBS
ENTRY
1 ST STEP
2 ND STEP
GROCERY CLERK
PRODUCE CLERK
CHECKER
HEAD GROCERY CLERK
HEAD PRODUCE CLERK
HEAD CASHIER
ASSISTANT MANAGER
STORE MANAGER

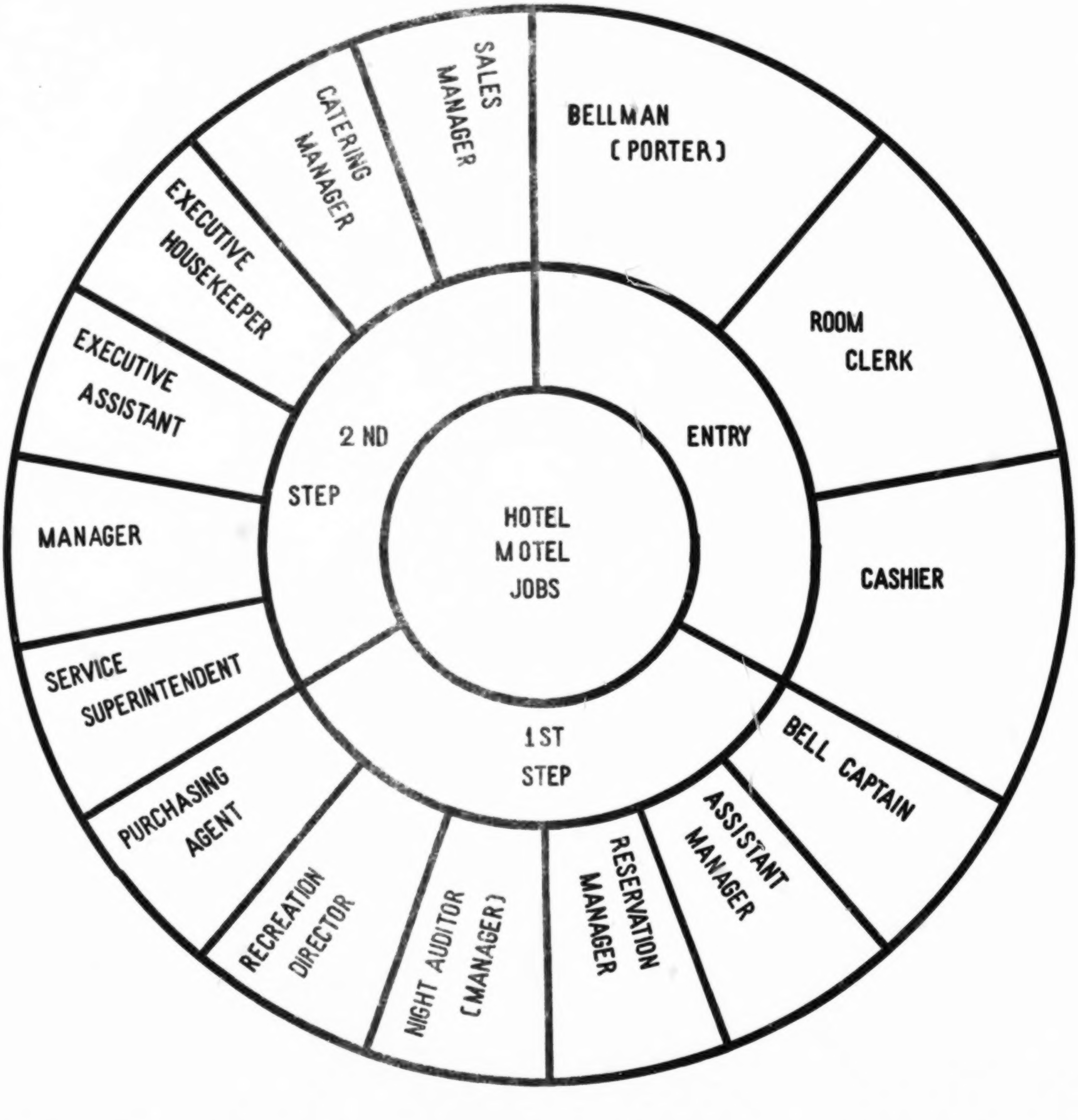
APPENDIX B


SERVICE STATION JOBS
ENTRY
1 ST STEP
2 ND STEP
STATION ATTENDANT
ASSISTANT OR SHIFT MANAGER
STATION MANAGER

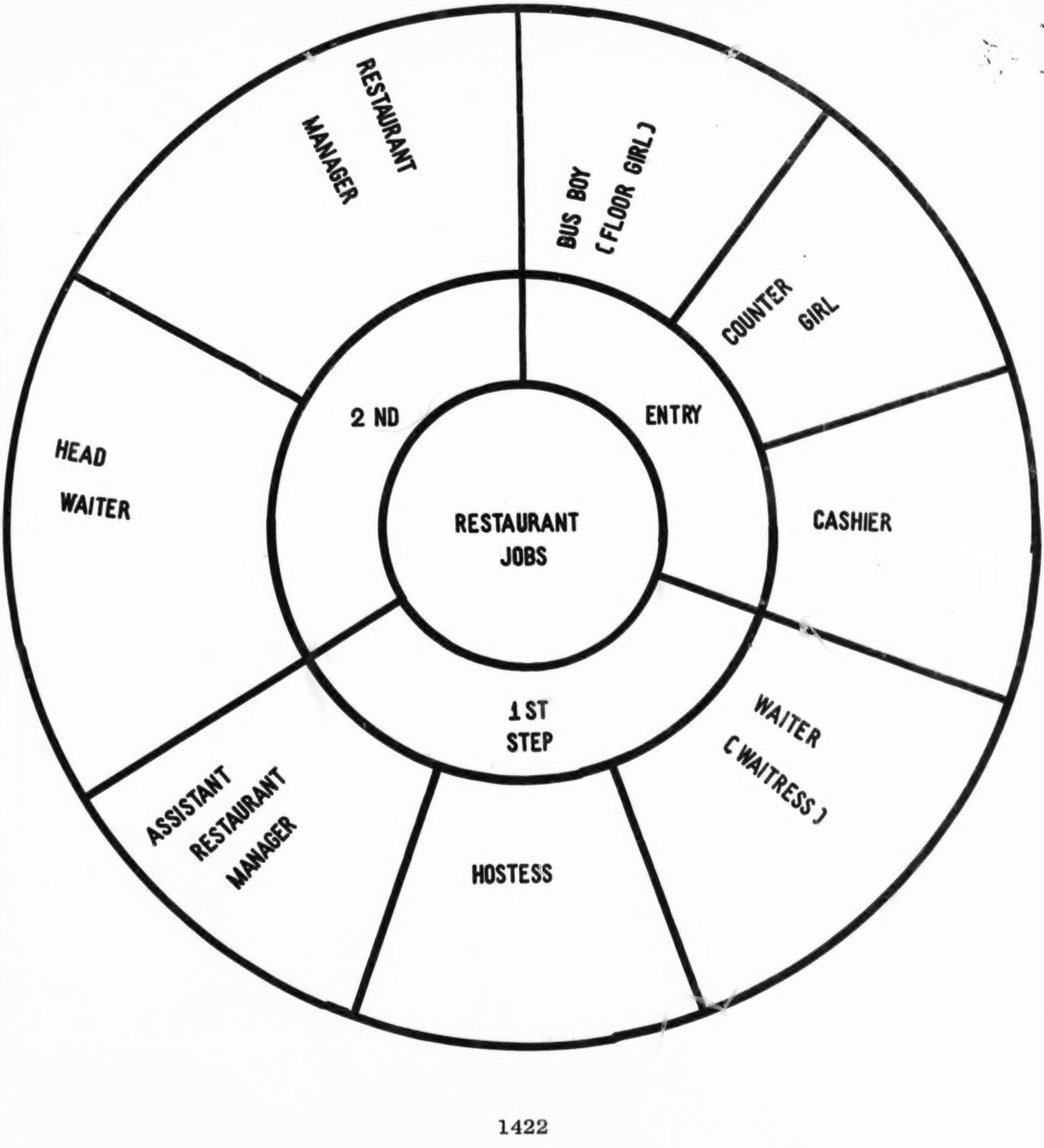
APPENDIX B


WHOLESALING JOBS
ENTRY
1 ST STEP
2 ND STEP
ORDER SELECTOR
ROUTE SALESMAN
VENDING MACHINE SPECIALIST
RECEIVING / SHIPPING SUPERVISOR
BUYER
SALESMAN
WAREHOUSE MANAGER
HEAD BUYER / MERCHANDISE MANAGER
SALES MANAGER
MERCHANDISER

APPENDIX B

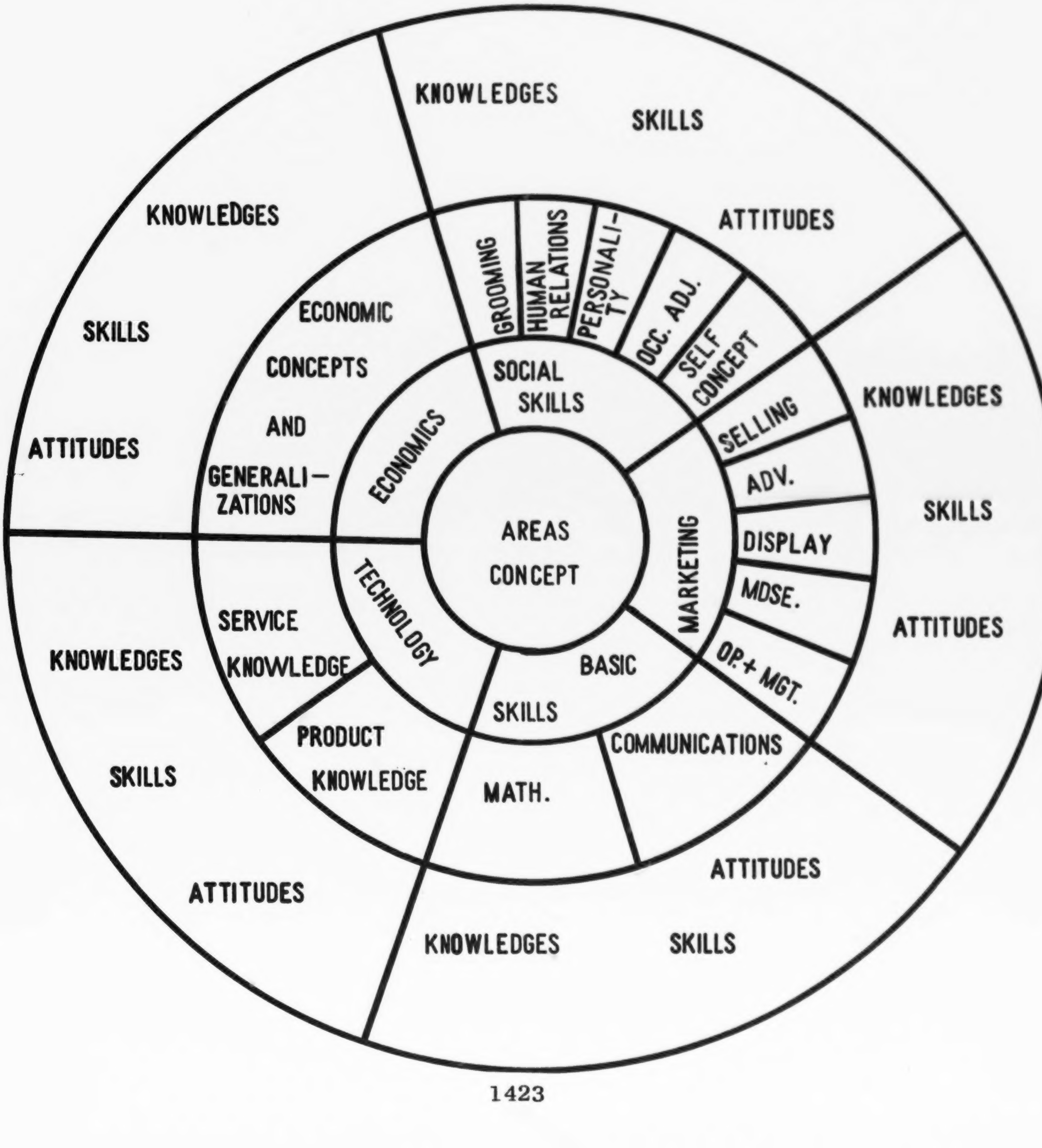

HOTEL
MOTEL
JOBS
ENTRY
1ST
STEP
2 ND
STEP
BELLMAN
(PORTER)
ROOM
CLERK
CASHIER
BELL CAPTAIN
ASSISTANT
MANAGER
RESERVATION
MANAGER
NIGHT AUDITOR
(MANAGER)
RECREATION
DIRECTOR
PURCHASING
AGENT
SERVICE
SUPERINTENDENT
MANAGER
EXECUTIVE
ASSISTANT
EXECUTIVE
HOUSEKEEPER
CATERING
MANAGER
SALES
MANAGER

APPENDIX B


RESTAURANT JOBS
ENTRY
1ST STEP
2 ND
BUS BOY (FLOOR GIRL)
COUNTER GIRL
CASHIER
WAITER (WAITRESS)
HOSTESS
ASSISTANT RESTAURANT MANAGER
HEAD WAITER
RESTAURANT MANAGER

APPENDIX B

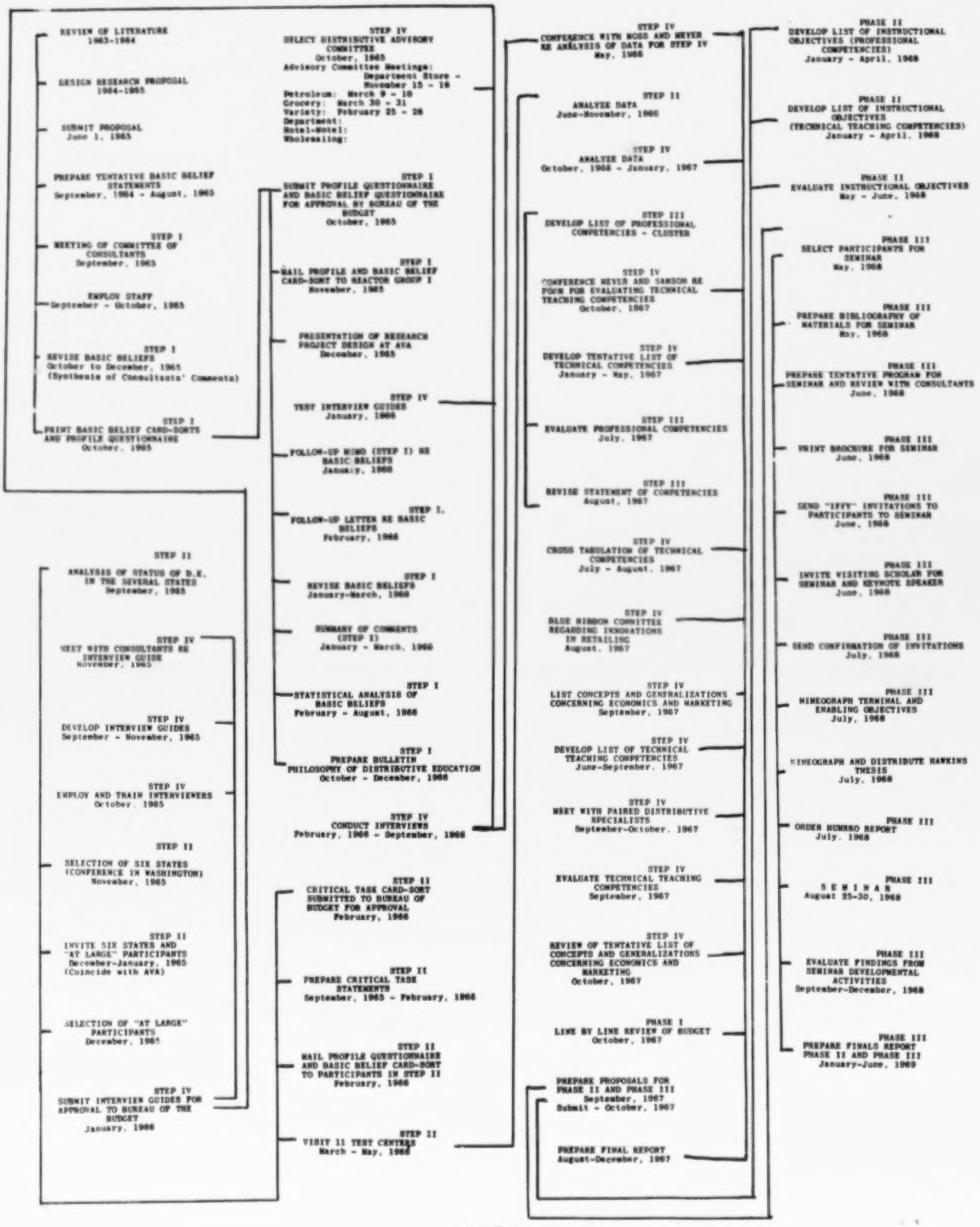
A DISTRIBUTIVE EDUCATION CURRICULUM CONCEPT


AREAS
CONCEPT
ECONOMICS
SOCIAL SKILLS
MARKETING
BASIC SKILLS
TECHNOLOGY
ECONOMIC CONCEPTS AND GENERALI-ZATIONS
GROOMING
HUMAN RELATIONS
PERSONALI-TY
OCC. ADJ.
SELF CONCEPT
SELLING
ADV.
DISPLAY
MDSE.
OP.+ MGT.
COMMUNICATIONS
MATH.
PRODUCT KNOWLEDGE
SERVICE KNOWLEDGE
KNOWLEDGES
SKILLS
ATTITUDES
KNOWLEDGES
SKILLS
ATTITUDES
KNOWLEDGES
SKILLS
ATTITUDES
KNOWLEDGES
SKILLS
ATTITUDES
ATTITUDES
KNOWLEDGES
SKILLS

APPENDIX B

THE PERT PROCESS OF PLANNING

A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education


REVIEW OF LITERATURE 1963-1964
DESIGN RESEARCH PROPOSAL 1964-1965
SUBMIT PROPOSAL June 1, 1965
PREPARE TENTATIVE BASIC BELIEF STATEMENTS September, 1964 - August, 1965
STEP I MEETING OF COMMITTEE OF CONSULTANTS September, 1965
EMPLOY STAFF September - October, 1965
STEP I REVISE BASIC BELIEFS October to December, 1965 (Synthesis of Consultants' Comments)
STEP I PRINT BASIC BELIEF CARD-SORTS AND PROFILE QUESTIONNAIRE October, 1965
STEP IV SELECT DISTRIBUTIVE ADVISORY COMMITTEE October, 1965
Advisory Committee Meetings:
Department Store - November 15 - 16
Petroleum: March 9 - 10
Grocery: March 30 - 31
Variety: February 25 - 26
Department:
Hotel-Motel:
Wholesaling:
STEP I SUBMIT PROFILE QUESTIONNAIRE AND BASIC BELIEF QUESTIONNAIRE FOR APPROVAL BY BUREAU OF THE BUDGET October, 1965
STEP I MAIL PROFILE AND BASIC BELIEF CARD-SORT TO REACTOR GROUP I November, 1965
PRESENTATION OF RESEARCH PROJECT DESIGN AT AVA December, 1965
STEP IV TEST INTERVIEW GUIDES January, 1966
FOLLOW-UP MEMO (STEP I) RE BASIC BELIEFS January, 1966
STEP I. FOLLOW-UP LETTER RE BASIC BELIEFS February, 1966
STEP I REVISE BASIC BELIEFS January-March, 1966
SUMMARY OF COMMENTS (STEP I) January - March, 1966
STEP I STATISTICAL ANALYSIS OF BASIC BELIEFS February - August, 1966
STEP I PREPARE BULLETIN PHILOSOPHY OF DISTRIBUTIVE EDUCATION October - December, 1966
STEP IV CONDUCT INTERVIEWS February, 1966 - September, 1966
STEP II ANALYSIS OF STATUS OF D.E. IN THE SEVERAL STATES September, 1965
STEP IV MEET WITH CONSULTANTS RE INTERVIEW GUIDE November, 1965
STEP IV DEVELOP INTERVIEW GUIDES September - November, 1965
STEP IV EMPLOY AND TRAIN INTERVIEWERS October, 1965
STEP II SELECTION OF SIX STATES (CONFERENCE IN WASHINGTON) November, 1965
STEP II INVITE SIX STATES AND "AT LARGE" PARTICIPANTS December-January, 1965 (Coincide with AVA)
SELECTION OF "AT LARGE" PARTICIPANTS December, 1965
STEP IV SUBMIT INTERVIEW GUIDES FOR APPROVAL TO BUREAU OF THE BUDGET January, 1966
STEP II CRITICAL TASK CARD-SORT SUBMITTED TO BUREAU OF BUDGET FOR APPROVAL February, 1966
STEP II PREPARE CRITICAL TASK STATEMENTS September, 1965 - February, 1966
STEP II MAIL PROFILE QUESTIONNAIRE AND BASIC BELIEF CARD-SORT TO PARTICIPANTS IN STEP II February, 1966
STEP II VISIT 11 TEST CENTERS March - May, 1966
STEP IV CONFERENCE WITH MOSS AND MEYER RE ANALYSIS OF DATA FOR STEP IV May, 1966
STEP II ANALYZE DATA June-November, 1966
STEP IV ANALYZE DATA October, 1966 - January, 1967
STEP III DEVELOP LIST OF PROFESSIONAL COMPETENCIES - CLUSTER
STEP IV CONFERENCE MEYER AND SAMSON RE FORM FOR EVALUATING TECHNICAL TEACHING COMPETENCIES October, 1967
STEP IV DEVELOP TENTATIVE LIST OF TECHNICAL COMPETENCIES January - May, 1967
STEP III EVALUATE PROFESSIONAL COMPETENCIES July, 1967
STEP III REVISE STATEMENT OF COMPETENCIES August, 1967
STEP IV CROSS TABULATION OF TECHNICAL COMPETENCIES July - August, 1967
STEP IV BLUE RIBBON COMMITTEE REGARDING INNOVATIONS IN RETAILING August, 1967
STEP IV LIST CONCEPTS AND GENERALIZATIONS CONCERNING ECONOMICS AND MARKETING September, 1967
STEP IV DEVELOP LIST OF TECHNICAL TEACHING COMPETENCIES June-September, 1967
STEP IV MEET WITH PAIRED DISTRIBUTIVE SPECIALISTS September-October, 1967
STEP IV EVALUATE TECHNICAL TEACHING COMPETENCIES September, 1967
STEP IV REVIEW OF TENTATIVE LIST OF CONCEPTS AND GENERALIZATIONS CONCERNING ECONOMICS AND MARKETING October, 1967
PHASE I LINE BY LINE REVIEW OF BUDGET October, 1967
PREPARE PROPOSALS FOR PHASE II AND PHASE III September, 1967 Submit - October, 1967
PREPARE FINAL REPORT August-December, 1967
PHASE II DEVELOP LIST OF INSTRUCTIONAL OBJECTIVES (PROFESSIONAL COMPETENCIES) January - April, 1968
PHASE II DEVELOP LIST OF INSTRUCTIONAL OBJECTIVES (TECHNICAL TEACHING COMPETENCIES) January - April, 1968
PHASE II EVALUATE INSTRUCTIONAL OBJECTIVES May - June, 1968
PHASE III SELECT PARTICIPANTS FOR SEMINAR May, 1968
PHASE III PREPARE BIBLIOGRAPHY OF MATERIALS FOR SEMINAR May, 1968
PHASE III PREPARE TENTATIVE PROGRAM FOR SEMINAR AND REVIEW WITH CONSULTANTS June, 1968
PHASE III PRINT BROCHURE FOR SEMINAR June, 1968
PHASE III SEND "IFFY" INVITATIONS TO PARTICIPANTS TO SEMINAR June, 1968
PHASE III INVITE VISITING SCHOLAR FOR SEMINAR AND KEYNOTE SPEAKER June, 1968
PHASE III SEND CONFIRMATION OF INVITATIONS July, 1968
PHASE III MIMEOGRAPH TERMINAL AND ENABLING OBJECTIVES July, 1968
MIMEOGRAPH AND DISTRIBUTE HAWKINS THESIS July, 1968
PHASE III ORDER HUMRRO REPORT July, 1968
PHASE III SEMINAR August 25-30, 1968
PHASE III EVALUATE FINDINGS FROM SEMINAR DEVELOPMENTAL ACTIVITIES September-December, 1968
PHASE III PREPARE FINALS REPORT PHASE II AND PHASE III January-June, 1969

APPENDIX B

COPY OF MEMORANDUM SENT TO SEMINAR PARTICIPANTS

DATE: January 31, 1969

TO: Participants in the National Dissemination and Interpretation Seminar

FROM: Lucy Crawford

Although I realize that it will be several years before you can evaluate the full impact of the Seminar on your distributive teacher education curriculum, I would appreciate your indicating your evaluation at this time of the influence by the Seminar and/or research findings.

I will truly appreciate your taking the time from your busy schedule to complete the enclosed questionnaire. It looks longer than it really is! Please return it as soon as possible, but not later than March 15. A return envelope is enclosed for your convenience.

LC/ln

Enclosure

APPENDIX B

EVALUATION OF DISTRIBUTIVE TEACHER EDUCATOR SEMINAR

Influence, to date, of the National Dissemination and Interpretation Seminar in Distributive Teacher Education Curriculum Development

I. Please list all professional courses included in your curriculum and indicate any changes influenced by the Seminar and/or research findings.

Name and Catalogue Description of Professional Distributive Education Courses	Under-Graduate	Graduate	Any changes made? (note such changes as objectives, learning experiences, evaluation techniques, emphases)
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Name and Catalogue Description of Professional Distributive Education Courses	Under-Graduate	Graduate	Any changes made? (note such changes as objectives, learning experiences, evaluation techniques, emphases)
8.			
9.			
10.			

Comments:

II. A. Do you anticipate any changes in these courses or in new course offerings?

_______ Yes _______ No

If "yes," what changes do you expect to make? (If more space is needed, please use reverse side. Please refer to course titles in indicating anticipated changes.

B. When do you expect to propose the above changes?

III. Using a rating scale of 1 to 5 (5 being highest degree), circle the number which best indicates the extent to which you have shared the information from the Seminar at this time.

A. Informed appropriate colleagues at your institution?	1 2 3 4 5
B. Informed departmental administration?	1 2 3 4 5
C. Informed state D.E. supervisory staff?	1 2 3 4 5
D. Informed distributive education teacher-coordinators?	1 2 3 4 5

IV. Are you engaged in, are you directing, or are you planning any research related to the findings in the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education"? (If so, give a brief description.)

V. List below any other impacts which you feel your participation in the Seminar has had. Include influences on your planning for the future.

VI. Problems and Concerns

Signed________________________________